

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: THURSDAY, JUNE 1, 2023**

Mission Statement

Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The District will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

DATE: June 1, 2023
TIME: 5:30 p.m. Closed Session
6:30 p.m. Open Session

Trustees
*Carolyn Swanson, President
Jennifer McNary, Clerk
Dr. Elliott Hazen
Laura Ottmar
Brian Swanson*

LOCATION: IN PERSON
Pacific Grove Unified School District Office
435 Hillcrest Avenue
Pacific Grove, CA 93950

VIRTUAL ZOOM MEETING

<https://pgusd.zoom.us/j/81501132878?pwd=Z2FL0DVia2hYQStlaTRCaUdYcmpadz09>

Meeting ID: 815 0113 2878

Passcode: 249365

One tap mobile +13017158592,,87820869443#,,,,*585985# US (Washington DC)

+13092053325,,87820869443#,,,,*585985# US

Find your local number: <https://pgusd.zoom.us/j/81501132878?pwd=Z2FL0DVia2hYQStlaTRCaUdYcmpadz09>

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. Land Acknowledgement

Good evening. As we begin this meeting, it's important to pay respect to and acknowledge that we are on the traditional land of the **Ohlone, Costanoan & Esselen** people and additionally pay respect to elders both past and present.

C. Roll Call

D. Adoption of Agenda

- Board Questions/Comments:
- Public Comment:
- Move: _____ Second: _____ Vote: _____

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
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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 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Joshua Jorn, and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
3. Conference With Legal Counsel – Anticipated Litigation (Government Code Section 54956.9, subd.(d)(4)) – (2 cases)
4. Negotiations with Unrepresented Employee
Agency Negotiator: Superintendent and Assistant Superintendent
Position: Meet and Confer Adult Education Teachers
5. Negotiations with Unrepresented Employee
District Negotiators: Board President and Legal Counsel
Position: Superintendent

B. Public comment on Closed Session Topics

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Joshua Jorn, and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
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4. Negotiations with Unrepresented Employee
Agency Negotiator: Superintendent and Assistant Superintendent
Position: Meet and Confer Adult Education Teachers
5. Negotiations with Unrepresented Employee
District Negotiators: Board President and Legal Counsel
Position: Superintendent

B. Pledge of Allegiance

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IV. COMMUNICATIONS

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

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 will also take public comment on each specific action item prior to Board action on each item. **Any individual wishing to comment on a specific item on the current agenda are kindly asked to wait till that item is being discussed.** The Board will allow a reasonable amount of time for public comment on each agenda item not to exceed 3 minutes per speaker and no more than 20 minutes per agenda item, pursuant to Board Policy 9323. Speakers will be called sequentially until there is no speaker coming forward on the agenda item or the amount of time allocated for the agenda item has elapsed, whichever comes first. 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.*

- A. PGUSD Staff Comments (Non-Agenda Items)
- B. Community Members (Non-Agenda Items)

VI. PRESENTATION

9

The District Administration recommends the Board receive a presentation from the Teacher on Special Assignment (TOSA) at Pacific Grove Middle School, Brice Gamble. The presentation will highlight his efforts this year, and plans for next year.

VII. CONSENT AGENDA

*Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. **There is no discussion of these items prior to the Board vote unless a member of the Board 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 18, 2023 Board Meeting 31
Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.
- B. Minutes of May 22, 2023 Special Board Meeting 49
Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.
- C. Classified Assignment Order #18 52
Recommendation: (Billie Mankey, Director II of Human Resources) The District Administration recommends the Board review and approve the Classified Assignment Order #18.
- D. Certificated Assignment Order #18 54
Recommendation: (Billie Mankey, Director II of Human Resources) The District Administration recommends the Board review and approve the Certificated Assignment Order #18.
- E. Acceptance of Donations 57
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends that the Board approve acceptance of donations referenced below.

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- F. Cash Receipts No. 18 58
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.
- G. Revolving Cash Report No. 5 60
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.
- H. Out of County or Overnight Activities 62
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends that the Board approve or receive the request as presented.
- I. Ratification of Out of County or Overnight Activities 67
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends that the Board ratify and approve the request as presented.
- J. California School Board Association Policy Updates December 2022 69
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends the Board review the California School Board Association policy updates from December 2022.
- K. Robert H. Down Elementary 2023-24 Single Plan for Student Achievement (SPSA) 271
Recommendation: (Sean Keller, Robert H. Down Elementary School Principal) The District Administration recommends the Board review and approve the 2023-24 Robert H. Down Single Plan for Student Achievement.
- L. Forest Grove Elementary School Plan for Student Achievement 2023-24 342
Recommendation: (Irene Preciado, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the Forest Grove Elementary School Plan for Student Achievement for 2023-24.
- M. Pacific Grove Middle School Single Plan for Student Achievement for 2023-24 412
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The District Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2023-24 school year.
- N. Pacific Grove High School Single Plan for Student Achievement for 2023-24 487
Recommendation: (Lito Garcia, Principal Pacific Grove High School) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2023-24 school year.
- O. Pacific Grove Community High School Single Plan for Student Achievement for 2023-24 557
Recommendation: (Lito Garcia, Community High School Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2023-24 school year.
- P. Contract for Services with Jose Del Rio for 2023-2024 School Year 620
Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board review and approve the Contract for Services with Jose Del Rio.

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- Q. Adoption of the *National Geographic/Cengage U.S. History Through the Lens* Textbook for Pacific Grove High School U.S. History, Grade 11 626
Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects)) The District Administration recommends the Board review and adopt the Pacific Grove High School U.S. History textbook *U.S. History Through the Lens (2019)* to be used in grade 11.
- R. Contract for Services with eSpark, Inc. 640
Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects)) The District Administration recommends the Board review and approve the contract for services with eSpark, Inc.
- S. Contract for Services with IXL 646
Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects)) The District Administration recommends the Board review and approve the contract for services with IXL.
- T. Memorandum of Understanding with Monterey Bay Swim Club 652
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The District Administration recommends the Board review and approve the 2023-2024 Memorandum of Understanding (MOU) with Monterey Bay Swim Club (MBSC) and Pacific Grove Unified School District.
- U. Approval of Actuarial Study of Retiree Health Liabilities Under GASB 74/75 for fiscal year 2022-2023 664
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The District Administration recommends that the Board approve the actuarial study of retiree health liabilities under GASB 74/75 for fiscal year 2022-23.
- V. ABM Building Solutions, LLC Master Development Agreement (MDA) 696
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) District Administration recommends the Board review and approved the Master Development Agreement (MDA) from ABM Building Solutions, LLC.
- W. Quarterly Report on Williams Uniform Complaints 701
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186 (d).
- X. Contract for Services with The Bay School, Non-Public School 703
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board consent to the placement of a student at The Bay School, Non-Public School for tuition and services for a student placed through the IEP process.
- Y. Contract with Chartwell School, Non-Public School 706
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board approve the contract with Chartwell School, Non- Public School for tuition and services for a student placed through the IEP process.

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- Z. Renewal of Contract with Medical Billing Technologies, Inc 710
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve the agreement between Medical Billing Technologies, Inc (MBT) and Pacific Grove Unified School District for billing services related to our LEA Medi-Cal Direct Billing Program.

- Board Comments/Questions:
- Public Comment:
- Move: _____ Second: _____ Vote: _____

VIII. ACTION/DISCUSSION

- A. Resolution No. 1108 Recognizing June 19, 2023 as Juneteenth in the Pacific Grove Unified School District 717
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The Administration recommends the Board adopt Resolution No. 1108 Recognizing June 19, 2023 as Juneteenth in the Pacific Grove Unified School District.

- Board Comments/Questions:
- Public Comment:
- Move: _____ Second: _____ Roll Call Vote: _____
Trustees: C. Swanson ___ McNary ___ Hazen ___ Ottmar ___ B. Swanson ___

- B. 2023-24 Adopted Budget 720
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The District Administration recommends that the Board review and adopt the District General Fund Budget and all other Funds for fiscal year 2023-24.

- Board Comments/Questions:
- Public Comment:
- Move: _____ Second: _____ Vote: _____

- C. Pacific Grove Unified School District Local Control and Accountability Plan 847
Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects) The District Administration recommends the Board review and approve the Pacific Grove Unified School District Local Control and Accountability Plan (LCAP) for the 2023-2024 school year.

- Board Comments/Questions:
- Public Comment:
- Move: _____ Second: _____ Vote: _____

- D. Local Performance Indicators for the California Dashboard 943
Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects) The District Administration recommends the Board review and approve the local indicators of progress toward the eight state priorities for publication on the California Department of Education school dashboard.

- Board Comments/Questions:
- Public Comment:
- Move: _____ Second: _____ Vote: _____

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- E. Approval of Amendment to the Superintendent’s current Contract: Retroactive Compensation Adjustment 964
Recommendation: (Carolyn Swanson, Board President) It is recommended that the Board of Education review and approve the amendment to the Superintendent's current Contract: Retroactive Compensation Adjustment.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Vote: _____
- F. Approval of Pacific Grove USD Adult Education Instructor Group Agreement 966
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The District Administration recommends that the Board review and approve the agreement between the Pacific Grove Unified School District and the Adult Education Instructor Group.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Vote: _____
- G. Potential Subcommittee for Superintendent’s Contract Updates 968
Recommendation: (Carolyn Swanson, Board President) It is recommended that the Board of Education discuss and provide direction on a potential subcommittee for the superintendent’s contract updates.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Vote: _____
- H. Approval of Fiscal Officer Reclassification and Updated Salary Schedule 969
Recommendation: (Joshua Jorn, Assistant Superintendent Business Services) The District Administration recommends the Board review and approve the proposed reclassification of the Fiscal Officer from Confidential to Management and the increase to the salary range as provided.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Vote: _____
- I. Measure A and Measure D Bond Citizens’ Bond Oversight Committee Report 974
Recommendation: (Joshua Jorn, Assistant Superintendent Business Services) The District Administration recommends the Board review and approve the Measure A & D Citizens’ Bond Oversight Committee (CBOC) Compliance Report for 2022-23.
- Board Comments/Questions:
 - Public Comment:
 - Move: _____ Second: _____ Vote: _____

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
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- J. Approval of Measure A (Ed Tech Bond) Education Technology Expenditures 978
Recommendation: (Matthew Binder, Director of Educational Technology, Louis Algaze, Director of Technology Systems) The District Administration recommends that the Board review and approve the current (June/July 2023) Measure A - Education Technology Bond expenditures.

- Board Comments/Questions:
- Public Comment:
- Move: _____ Second: _____ Vote: _____

- K. Board Calendar/Future Meetings 983
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.

- Board Comments/Questions:
- Public Comment:
- Move: _____ Second: _____ Vote: _____

IX. INFORMATION/DISCUSSION

- A. Review of Legal Fees for July 2022 – April 2023 987
Recommendation: (Joshua Jorn, Assistant Superintendent for Business Services) The District Administration recommends that the Board review legal fees expended from July 1, 2022 through April 30, 2023.

Board Direction: _____

- B. Future Agenda Items 989
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.

- Added April 26, 2023: Sub Committee with the City of Pacific Grove (September 2023)
- Added April 26, 2023: Board Site Visits/Measure D Walk Abouts (Fall 2023)
- Added April 26, 2023: The WAVE Program/Fee Schedule (September 2023)

- Board Questions/Comments:
- Public Comment:
- Direction: _____

X. ADJOURNMENT

Next regular Board meeting: August 3, 2023

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input 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 checked="" type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: PGMS Teacher on Special Assignment (TOSA) presentation

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Sean Roach, Pacific Grove Middle School Principal
Brice Gamble, Pacific Grove Middle School TOSA

RECOMMENDATION:

The District Administration recommends the Board receive a presentation from the Teacher on Special Assignment (TOSA) at Pacific Grove Middle School, Brice Gamble. The presentation will highlight his efforts this year, and plans for next year.

BACKGROUND:

This position is paid for with one time funds out of the Educator Effectiveness Grant and is scheduled to continue during the 2023-2024 school year.

INFORMATION:

The PGMS Teacher on Special Assignment (TOSA) position was formed by the intense need for student intervention to mitigate learning loss due to the Covid-19 global pandemic. It is our intent to present what our TOSA has accomplished, and intends to accomplish in the future.

FISCAL IMPACT:

The \$164,525 from the Educator Effectiveness Grant in one time monies funds this vital position.

Universal Design for Learning (UDL)

PRESENTATION

Give students multiple ways to demonstrate their understanding



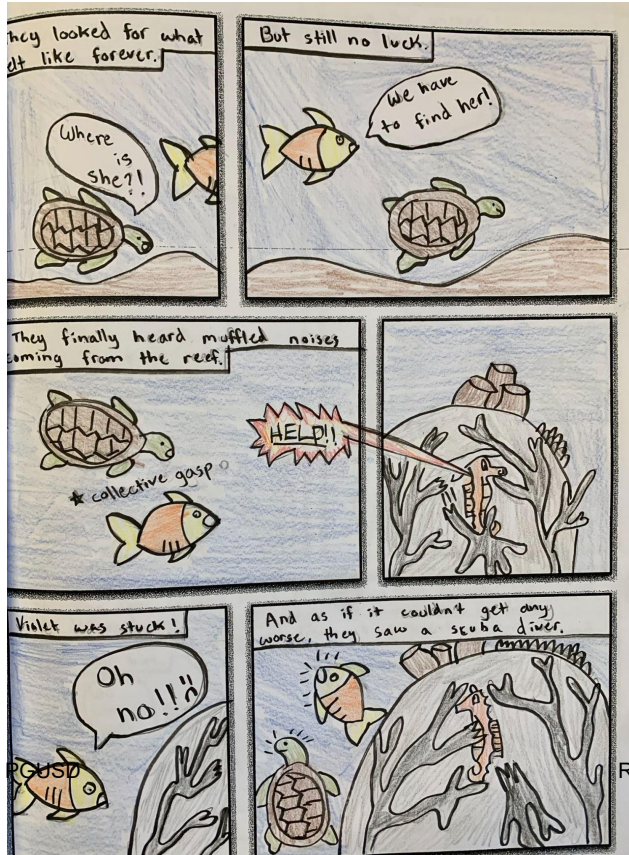
Unit of study



English Narrative Story

PRESENTATION

Hand drawn Graphic Novel



Completed on a chromebook with Canva



Regular Meeting of June 1, 2023

11

Covered teachers to observe each other

The CORE teachers observe Ms. Fort's class complete an abridged Socratic Seminar



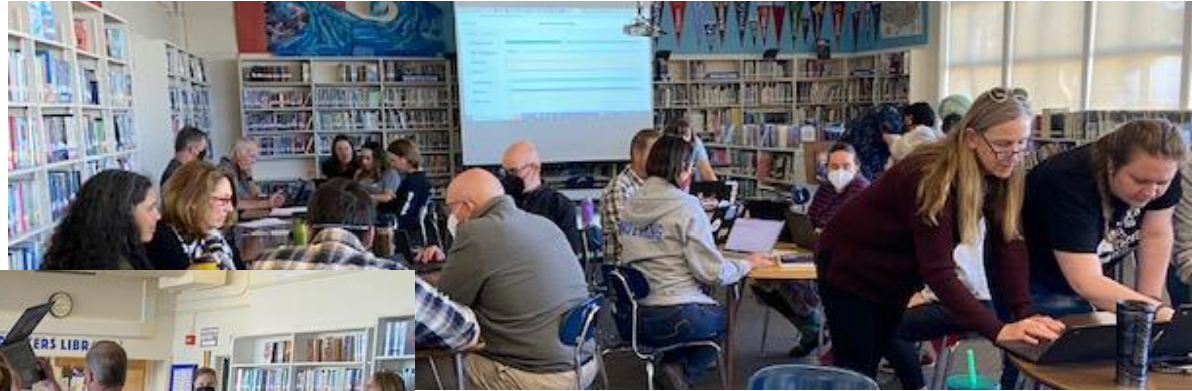
Staff Trainings

**Showing teachers new learning systems, ways to implement them in class.
But more effective, have teachers share their teaching.**



Staff Game-Based-Learning-Platforms

PRESENTATION



Staff competing in teams on Quizlet, Kahoot and Blooket.



Staff Project Based Learning



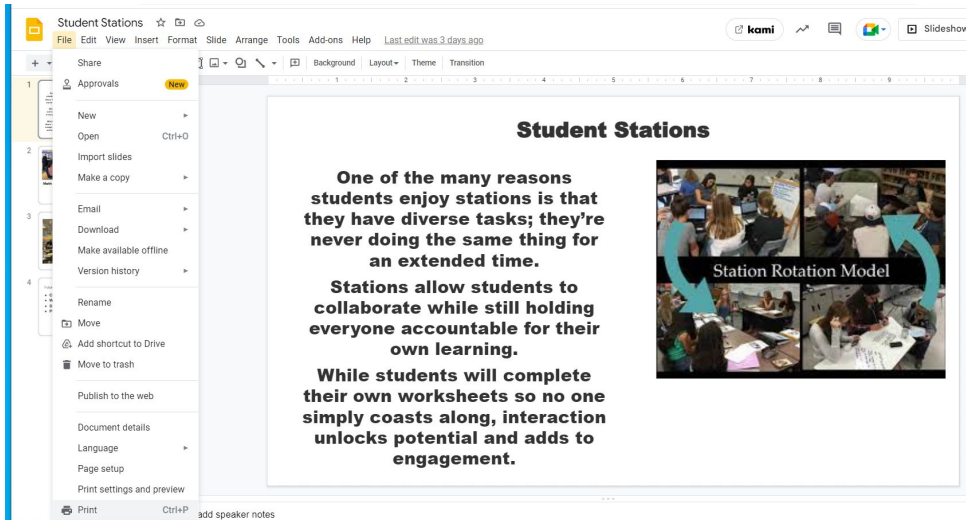
Ms. Hooper sharing her build her end of the year Math board game.



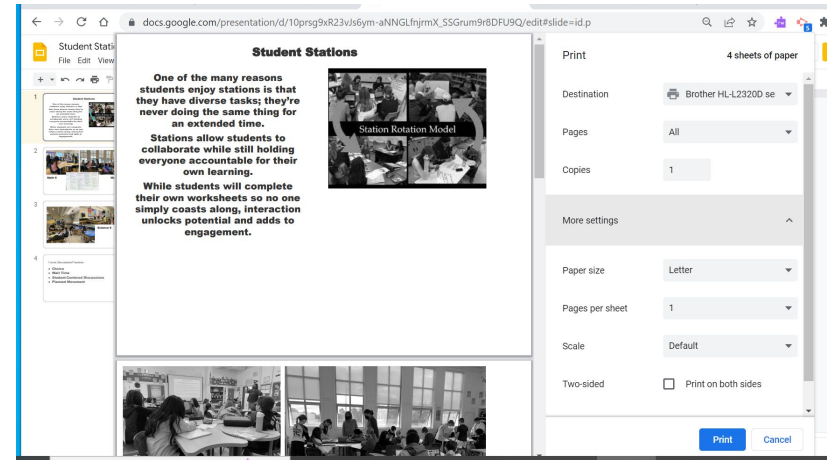
Staff collaborating on projects they have done that either went really well, or what exactly did not go well.

Many of the Staff were curious how Mrs. McBride built her cards and especially the Student Book for her Student Stations. Two words: Google Slides.

First, create your page(s) in Google Slides and then go to the File menu and select “Print”



Next, from the Print select “More Settings” where you can put multiple slides (or pages for your book).



Lastly, take a trip to the Xerox machine and explore the settings, specifically the print option for Booklet! Maybe enjoy some of Apple's candy while the Xerox machine makes you look good!

Exclusion



Integration



Inclusion



Department Meetings

PRESENTATION

Yet another successful History Department meeting at PGMS.



Department Meetings



Departments create projects together and design them to be successful for multiple different learning styles and how to be successful for everyone.

English Holocaust Unit UDL

UDL - Student Writing Options and Tools

One of the hallmark assignments in the 8th Grade for the last 30 years has been the Holocaust Unit. On Friday our English 8 teachers Jo Lynne Costales and Susan Torres met to update the large (quarter long!) unit of study.

They will incorporate the theme of Quarter 3. For that, we will focus schoolwide on racism and celebrating differences-human rights victories and how you can make a difference.

Moreso, the students now have the opportunity to write about one of six topics they are most interested in. They also have four choices on how to write it as well as five choices on how to perform. Great work English 8!

Possible Topics

- Antisemitism
- Immigration/Refugees
- LGBTQ
- Women's Rights/Iran
- Homelessness
- George Floyd, Brianna Taylor, etc.

Written



- Graphic Story/Manga (hand drawn or computer graphic)
- Storyboard/Cartoon (poster)
- Script (Anne Frank play, interview, etc.)
- Narrative Short Story (use sample Holocaust narrative)

Performance Options

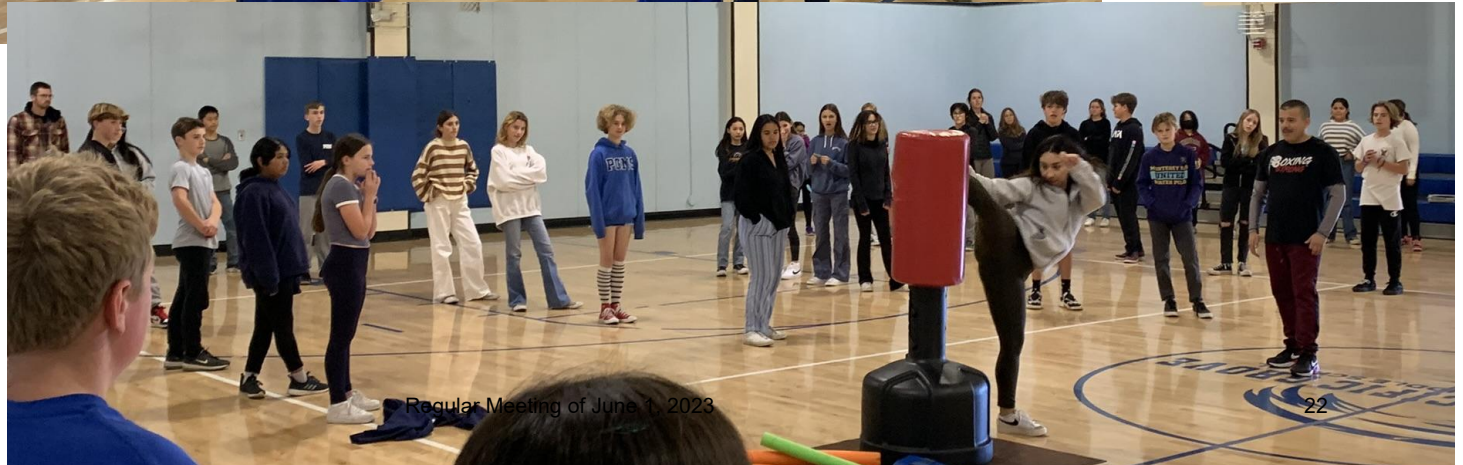
- Videotaped Performance (using iPhone, Screencastify, Google Slides)
- Powtoons (with props +)
- Podcast Interview (with sound effects +)
- Live Reader's Theater
- Live Performance (with costumes, props +)

Implementation of rubrics

<i>Criteria</i>	1 - 2	3 - 4	5 - 6
Craftsmanship/Skill (Spelling, Grammar and Knowledge)	Project is lacking basic skills and knowledge of topic.	Project reflects adequate skills and knowledge of topic. Basic craftsmanship.	Project reflects advanced skills, knowledge of topic. Advanced craftsmanship.
Creativity/Inventiveness	Does not exhibit creative thinking. The project is underdeveloped and unoriginal.	The project has the basic requirements.	The project is innovative, completely original, well thought-out and thoroughly developed.
Composition (Appearance)	The arrangement is lacking, there is no cohesive appearance, appears unorganized.	Basic composition (arrangement/work), includes some design elements. Organization and reasonable appearance.	Advanced composition (arrangement/work) incorporating several design elements.
Content (Contains all the requirements that are needed)	Project appears to still be in progress.	Project is complete at a basic level. Requires more time spent on completing all the requirements in full.	The project is fully complete, all the requirements have been met, or exceeded.

How do you feel like you are doing?	 Ugh, I am not feeling good about this.	 Not sure. I could use some help!	 I've got this! I am feeling good.	 I feel great! I am ready for more!
Assignment #				
Assignment #				
Assignment #				
Assignment #				

PRESENTATION





Here is a different student video than the one we watched during the staff meeting.

[Canva - Liliana's Burger](#) If it entices you to want to use Canva in your classroom, please remember Brice is only an email, phone call, or paper ball to the head for you to entreat, or ask, or demand him to teach Canva in your classroom. Or if you would rather watch a quick tutorial:

[Canva Brief \(2:20 minute\) Tutorial](#)


Scratch American Colonist Project






[Click here to play the example Scratch on Captain John Smith and Virginia](#)


CS First - TE/TED

INTRODUCTORY




Storytelling

 Video-based  Introductory  8 lessons




 8-12 hours


Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.

[View](#)



Music & Sound


 Video-based  Introductory  8 lessons

 8-12 hours



Students play musical notes, create a music video, and build an interactive music display.



[View](#)

INTERMEDIATE




Friends

 Video-based  Intermediate



 8 lessons  8-12 hours



Students work in pairs, tell the story of how their friendship started, and imagine a company together.

[View](#)



Fashion & Design

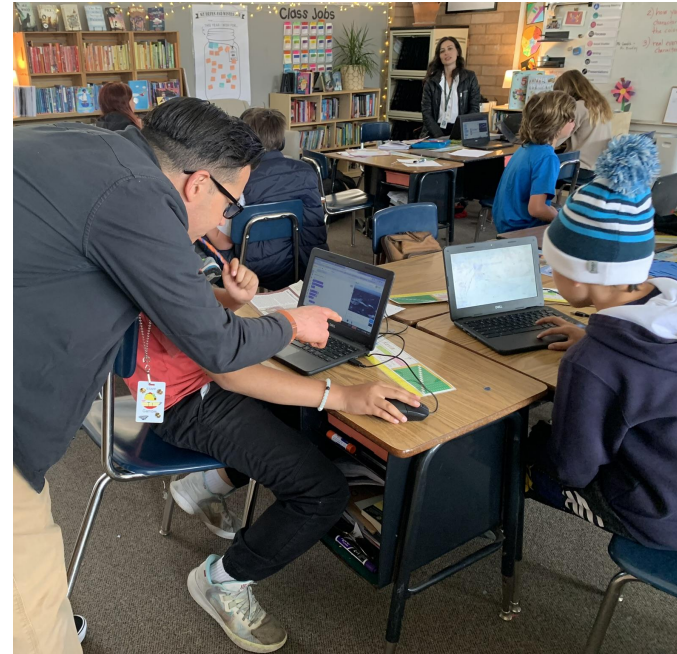
 Video-based  Intermediate

 8 lessons  8-12 hours

Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.

[View](#)

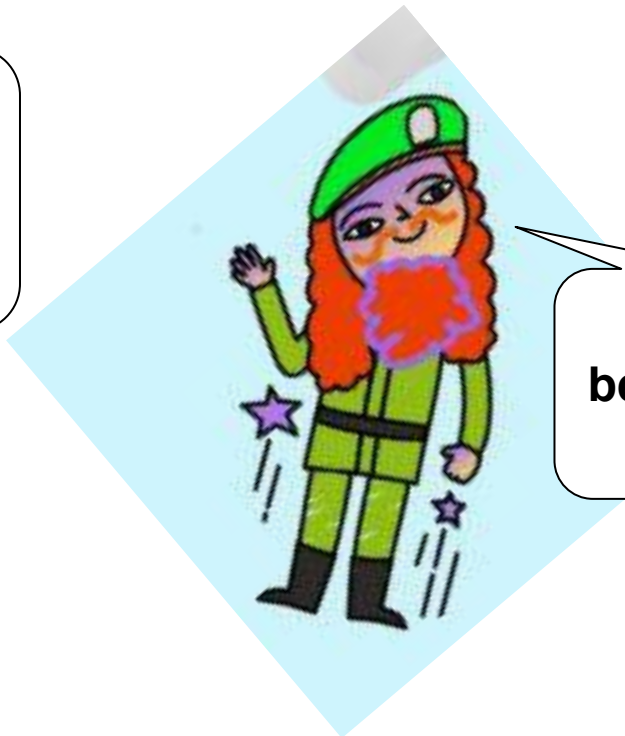
CS First in Mrs. Dempsey's 5th Grade



Please pick a real character you read about and make a “Sprite” or character of them.



That cartoon/sprite looks nothing like me!

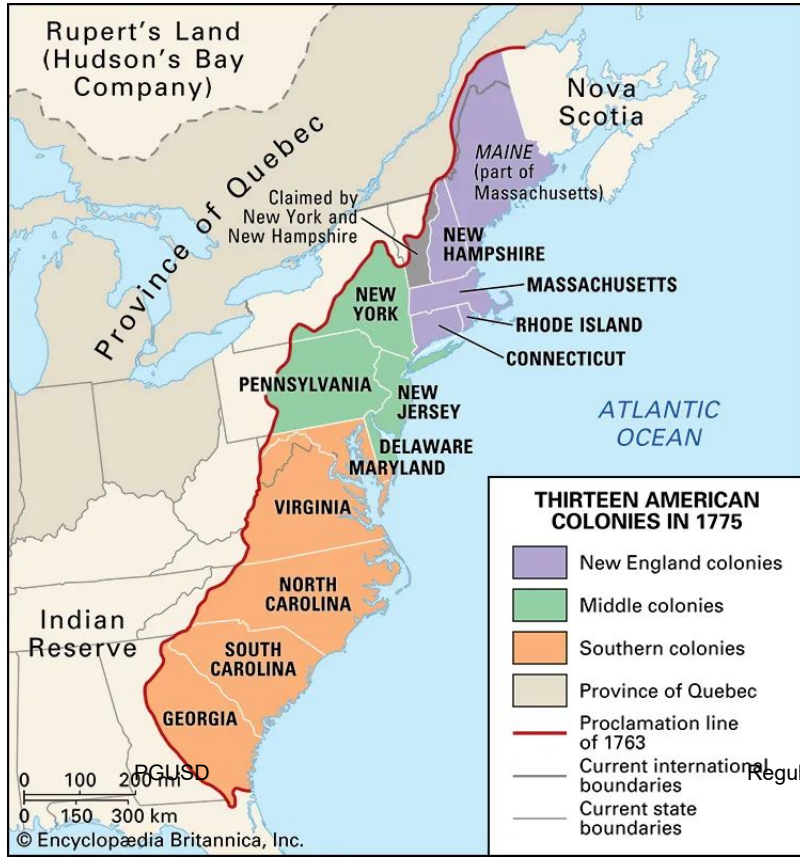


With this beard, we look identical.

PGUSD
Captain John Smith


Sprite Captain John Smith

Please include the colony your historical event takes place in.



My story took place in Virginia!

Please have your historical character explain how they influenced, or helped their colony. PRESENTATION



I made everyone work, otherwise they did not get to eat. Which helped our colony grow and eventually make money!

Speaking of eating, I love Peanut Butter and Jelly!



Please include:

Why the colony you focused on was created.

How your historical character influenced the colony.

A real event that took place with the colony or character you focused on.

In the example of Captain John Smith these were:

Virginia was created to compete with the Spanish and find gold and silver.

Captain John Smith forced everyone in Jamestown to work, which helped the colony grow.

The mosquitos brought malaria which made life difficult for the colonists.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of May 18, 2023 – District Office

I. OPENED BUSINESS

A. Called to Order 5:00 p.m.

B. Land Acknowledgement
Good evening. As we begin this meeting, it’s important to pay respect to and acknowledge that we are on the traditional land of the **Ohlone, Costanoan & Esselen** people and additionally pay respect to elders both past and present.

C. Roll Call

Trustee(s) Present:	President Carolyn Swanson (CS) Clerk Jennifer McNary (JM) Dr. Elliott Hazen (EH) Trustee Laura Ottmar (LO)- arrived 4:04 p.m. Trustee Brian Swanson (BS)
Trustee(s) Virtual At Alternate Location:	N/A
Trustee(s) Absent:	N/A
Administration Present:	Superintendent Porras Asst. Superintendent Jorn
Board Recorder:	Alyssa Rodriguez
Student Board Member:	Rey Avila

D. Adopted Agenda

Changes to the agenda include:

- Pulled Certificated Assignment Order #17 to Action/Discussion
- Revised Action/Discussion Item A: Resolution No. 1107 LGBTQ++ Pride Month, corrections from MPUSD to PGUSD
- Move Action/Discussion Item J to consent: Approval of the *Desmos Mathematics Program* for Pacific Grove Middle School Math Grades 6, 7, and 8, this was added to action in error
- Corrections to Board Calendar
- WALK-ON Contract for Services with Positive Behavior Supports Corp. for Extended School Year

Board Comments/Questions:

EH suggested the Board remove Action/Discussion Item O.

Public Comment:

None

MOTION BS/JM to adopt agenda as amended

Motion CARRIED by 5 – 0

II. RETIREE/RESIGNATION RECOGNITION

The Board recognized the following retirees and resignees:

- Director of Student Services Clare Davies, 9 years
- Recreation Attendant/Special Education Instructional Assistant Evelyn Franco, 19 years
- Pacific Grove High School Teacher Karinne Gordon, 16 years
- Nutrition Director Stephanie Lip, 4 years
- Bus Driver/Noon Duty Vicky Miller, 19 years
- Pacific Grove Middle School Teacher Wendy Milligan, 31 years
- Director II of Human Resources Billie Mankey, 18 years
- Superintendent Ralph Porras, 16 years
- Pacific Grove High School Assistant Principal Shane Steinback, 16 years
- Pacific Grove Adult School Program Coordinator Eric Saavedra, 4 years

III. CLOSED SESSION

A. Identified Closed Session Topics

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Joshua Jorn, and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Joshua Jorn and Ralph Gómez Porras for the purpose of giving direction and updates.
3. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]
4. Negotiations with Unrepresented Employee
Agency Negotiator: Superintendent and Assistant Superintendent
Position: Meet and Confer Classified Confidential
5. Negotiations with Unrepresented Employee
Agency Negotiator: Superintendent and Assistant Superintendent
Position: Meet and Confer Management
6. Negotiations with Unrepresented Employee
Agency Negotiator: Superintendent and Assistant Superintendent
Position: Adult School Teaching Staff
7. Conference With Legal Counsel – Anticipated Litigation (Government Code Section 54956.9, subd.(d)(4)) – (2 cases)
8. Negotiations with Unrepresented Employee
District Negotiator: Superintendent
Position: Assistant Superintendent

- 9. Negotiations with Unrepresented Employee
 District Negotiators: Board President and Legal Counsel
 Position: Superintendent

B. Public comment on Closed Session Topics

None

- C. Adjourned to Closed Session 5:02 p.m.

IV. RECONVENED IN OPEN SESSION 6:30 p.m.

A. Reported action taken in Closed Session:

- 1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Joshua Jorn, and Ralph Gómez Porras, for the purpose of giving direction and updates.

Information received, direction given

- 2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2021-22 and 2022-2023 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Joshua Jorn and Ralph Gómez Porras for the purpose of giving direction and updates.

No information given

- 3. Public Employee Discipline/Dismissal/Release/Complaint [Government Code § 54957]

No information given

- 4. Negotiations with Unrepresented Employee
 Agency Negotiator: Superintendent and Assistant Superintendent
 Position: Meet and Confer Classified Confidential

No information was given

- 5. Negotiations with Unrepresented Employee
 Agency Negotiator: Superintendent and Assistant Superintendent
 Position: Meet and Confer Management

No information was given

- 6. Negotiations with Unrepresented Employee
 Agency Negotiator: Superintendent and Assistant Superintendent
 Position: Adult School Teaching Staff

No information was given

7. Conference With Legal Counsel – Anticipated Litigation (Government Code Section 54956.9, subd.(d)(4)) – (2 cases)

For both cases, information was received, no action taken

8. Negotiations with Unrepresented Employee
 District Negotiator: Superintendent
 Position: Assistant Superintendent

No information was given

9. Negotiations with Unrepresented Employee
 District Negotiators: Board President and Legal Counsel
 Position: Superintendent

Information was received, direction was given

- B. Pledge of Allegiance lead by Superintendent Porras

V. EQUINE HEALING PRESENTATION

The Board received a presentation from Jennifer Fenton of Equine Healing including stigma of mental health, and program information.

The Board directed Administration to investigate mental health opportunities with Equine Healing.

Public Comment:

None

VI. INFORMATION/DISCUSSION

- A. ABM Building Solutions, LLC Presentation on District Efficiency Study

Robert Lallement of ABM Building and Energy Solutions presented information to the Board and answered Board questions.

Board Comments/Questions:

JM noted cost savings, increased safety, better productivity in classrooms, she was in favor of moving forward.

LO asked clarifying question on how the project pays for itself, is mold remediation included, in favor of moving forward.

BS asked if there are costs associated with the next step, in favor of next steps.

Student Representative Avila said he was in favor of the project.

EH asked a clarifying question about cost, in favor of moving forward.

CS asked Assistant Superintendent Jorn if he had used this vendor in the past.

Public Comment:

None

The Board directed Administration to proceed with the next step in the process.

VII. RECOGNITION

The Board and Administration recognized Student Representative Rey Avila for his work on the Pacific Grove Unified School District Board of Education. Mr. Avila's parents spoke and thanked the Board and Administration for their support.

VIII. COMMUNICATIONS**A. Written Communication**

CS noted the following:

- Monterey Peninsula College Governing Board of Trustee evaluation
- Pacific Grove Unified School District network systems security
- 2x Board retreat information for Community Human Services
- Congressional Art Award in Mr. Kelly's CTE Class
- Board Policy 4131.7
- Timeline for Superintendent search
- Cannabis in Pacific Grove and Pacific Grove Unified School District preparations
- California Latino School Board association call for proposals
- Workshop follow-up related to special study session
- Cannabis abuse and sale in Pacific Grove
- Observations, experiences and suggestions for hopeful change

JM noted email received regarding Agenda Item O.

B. Board Member Comments

Student Representative Avila noted the year is wrapping up, prom was last Saturday and a fun night, Hello-Goodbye Rally was today, sports are all done except softball which has a playoff game coming up, finishing up a great school year.

JM updated the Board on Community Human Services which had a meeting and all-day Board retreat including discussion on strengths, weaknesses, and goals for the organization, expansion of services for mental health, unhoused, substance abuse prevention programs, hopeful to have a presentation from Community Human Services in the fall for services or resources gained from partnership.

C. Superintendent Report

Superintendent Porras responded to the cannabis question, noted the District received an email from community member Mr. Gibbs, who asked what the school District is doing around education prevention and support of students, Superintendent Porras met with Mr. Gibbs who offered support, wanted talking points to use with the City Council, was invited to meet with principals about what is happening at the school sites, noted the District has been opposed to the city opening any dispensaries in the city. Acknowledged the Pacific Grove

High School rally today and said it was a blast. Thanked all the staff for the work these last few weeks of school.

IX. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

A. PGUSD Staff Comments (Non Agenda Items)

Pacific Grove Adult Education Principal Barbara Martinez thanked Administrator Irene Preciado and praised Student Representative Avila, spoke about Grandma Judy, spoke in support and favor of the State Preschool, Diane Beron and Prakash Kumar.

Administrator Matt Bell acknowledged Student Representative Avila, thanked the Board for the opportunity to come out of retirement and work with the District staff, shared staff activities.

Diane Beron site supervisor and teacher of the State Preschool, along with Prakash Kumar, noted the program is running strong, invited the Board to come visit the class anytime, noted graduation is this coming Friday, thanked the Board for the support.

B. Community Members (Non-Agenda Items)

Beth Shammass praised the State Preschool program, shared personal connection to the State Preschool, praised Superintendent Porras for his work in the District and shared history of his interview 16 years ago.

Parent Deena Hski spoke in support of the Saturday Choir and asked questions, including where we go from here.

X. CONSENT AGENDA

- A. Minutes of April 28, 2023 Special Board Meeting
- B. Minutes of May 4, 2023 Board Meeting
- C. Classified Assignment Order #17
- D. Certificated Assignment Order #17
- E. Acceptance of Donations
- F. Cash Receipts No. 17
- G. Warrant Schedule No. 655
- H. California School Board Association Policy Updates September 2022
- I. Contract for Services with Peninsula Sports, Inc. at Pacific Grove Middle School
- J. Contract for Services with Premier Studios at Pacific Grove Middle School
- K. Contract for services with Parchment Services for Pacific Grove High School for July 1, 2023- June 30, 2024
- L. District Vehicle Surplus
- M. Surplus Furniture and Electronic Equipment Discard
- N. Memorandum of Understanding with North Monterey County Unified School District for Independent Study
- O. Memorandum of Understanding with the City of Pacific Grove for Expanded Learning Opportunities Summer Camp Program
- P. Contract for Services with Leadership Associates for Superintendent Search
- Q. American Sign Language Interpreter – ASL Works Interpretation
- R. American Sign Language Interpreter – Laura Keen, Sign Language Interpreter

- S. Contract for Services with Document Tracking Services 2023-2024- Documents
- T. Contract for Services with Document Tracking Services 2023-2024- Translation
- U. Contract for Services with FAST Translation Services for 2023-24
- V. Contract for Services with Language Line for 2023-24
- W. Monterey County Office of Education Agreement for Operation of Regional Program
- X. Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes 2023-2024
- Y. Contract for services with SNS Interpreting-Sign Language Interpreter
- Z. Contract for services with F.A.S.T. Translations
- AA. Contract for Services with The Bay School, Non-Public School
- BB. Contract with Chartwell School, Non-Public School
- CC. Renewal of Contract with Medical Billing Technologies, Inc
- DD. 2023-24 Safety Training Observation and Consulting
- EE. Agreement for Legal Services with Lozano Smith for 2023-24

Board Comments/Questions:

CS noted items in the packet that have errors, directed Administration to limit errors going forward.

Moved Item D Certificated Assignment Order #17 to Action.

Moved Action/Discussion Item J Approval of the *Desmos Mathematics Program* for Pacific Grove Middle School Math Grades 6, 7, and 8 to Consent

JM pulled AA, BB.

LO pulled U, X, Y, Z, AA, BB, CC. Set an expectation for Administration, regarding Board packets, which should be complete, mostly without errors, not the Board’s responsibility to proofread a packet, said it is frustrating, unless an emergency or a walk-on, would prefer not to have a blue folder with corrections.

Public Comment:

None

MOTION CS/LO to pull U, X, Y, Z, AA, BB, CC and add Action/Discussion Item J, approve the consent agenda as amended

Motion CARRIED by 5 – 0

U & Z. PULLED- Contract for Services with FAST Translation Services for 2023-24

Director of Curriculum and Special Projects Buck Roggeman and Director of Student Services Clare Davies noted one contract for IEP meetings for Special Education, and one contract for the Curriculum department parent conferences and various meetings, as needed.

Board Comments/Questions:

LO noted U and Z go together, why are there two separate conversations and why is there a price difference.

Public Comment:

None

MOTION LO/CS to approve pulled Consent Item U and Z
 Motion CARRIED by 5 – 0

- X. PULLED- Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes 2023-2024

Director of Student Services Clare Davies and Superintendent Porras noted the contract would be signed by whoever is proxy for the Superintendent of Carmel.

Board Comments/Questions:

LO asked about the name noted on Carmel contract for signature.

Public Comment:

None

MOTION LO/CS to approve pulled Consent Item X
 Motion CARRIED by 5 – 0

- Y. PULLED- Contract for services with SNS Interpreting-Sign Language Interpreter

Director of Student Services Clare Davies said there is no fingerprinting on file, noted the situation, and feels it should not require fingerprinting.

Board Comments/Questions:

LO asked about fingerprinting, noted the contract states there is no direct student contact, but interpretation is for school events.

Public Comment:

None

MOTION CS/LO to approve pulled Consent Item Y
 Motion CARRIED by 5 – 0

- AA. PULLED- Contract for Services with The Bay School, Non-Public School

- BB. PULLED- Contract with Chartwell School, Non-Public School

Director of Student Services Clare Davies addressed the contracts, noted all three contracts (AA, BB, CC) can be brought back to June.

Board Comments/Questions:

JM noted a blank area in the contract for both AA and BB, independent consultant agreement, no information included for the services, terms, scope of work.

Public Comment:

None

No action, items to return to the next regular meeting on June 1, 2023.

CC. PULLED- Renewal of Contract with Medical Billing Technologies, Inc

Board Comments/Questions:

LO noted the contract payment section was not checked.

Public Comment:

None

No action, item to return to the next regular meeting on June 1, 2023.

XI. PUBLIC HEARINGS

A. 2023-24 Adopted Budget Public Hearing

Open Public Hearing: 8:11 p.m. Close Public Hearing: 8:35 p.m.

Assistant Superintendent Joshua Jorn presented information to the Board and answered questions from the Board.

Board Comments/Questions:

BS asked to look at property tax projections, deficit spending, reserve.

Student Representative Avila thanked Assistant Superintendent Jorn for the presentation.

EH had questions regarding Fund 40, and unrestricted/restricted, would like to see funds due to state of affairs.

CS appreciated the presentation was received in advance, noted the packet information was great.

Public Comment:

Pacific Grove High School Teacher Sally Richmond and Pacific Grove Teachers Association (PGTA) negotiator, noted this year's 5% negotiated raise, asked the Board to keep in mind that in less than a year the PGTA will be back to ask for a raise, said she has a relatively good understanding of the overall budget picture and said the salaries take up about 90% of the budget, that is 5-6% higher than most, encouraged the Board to move forward with the early retirement incentive, part of a bigger plan, where the District finds ways to reduce employees in conjunction with early retirement incentive, asked to include California School Employees Association and PGTA.

B. Public Hearing of the Pacific Grove Unified School District Local Control and Accountability Plan

Open Public Hearing: 8:36 p.m. Close Public Hearing: 9:20 p.m.

Director of Curriculum and Special Projects Buck Roggeman presented information to the Board and addressed questions from the Board.

Director of Student Services Clare Davies addressed a Board question regarding college and career readiness for students with disabilities.

Board Comments/Questions:

CS asked if this is the first year the District has done a parent advisory committee for the LCAP, asked how many parents were on the committee, how were parents selected, asked the District to have 25% new parents on the committee next year, thanked Robert Down Elementary School leadership and site council, asked for definition for 'Unduplicated People Population', asked for the unduplicated people population percentage for Pacific Grove.

Student Representative Avila and Director Roggeman discussed holding a meeting for students, encouraged a meeting during lunch, or if the committee is mostly upper classman suggested exploring an open period.

EH spoke on level of connectedness, would love to hear specific ways to address going forward.

JM thanked everyone for all the work and for reaching out to families, next year would love to see a broader swath of community and parents and students' feedback, would love a Board progress update in March including meeting counts and attendance so the Board is involved, asked if the meetings could be open so more people could be involved, to gather more feedback, parent liaison questions and funding, asked about students with disabilities and college and career readiness.

LO thanked Director Roggeman for the presentation, asked about student meeting and if it would be possible to get minutes from that meeting.

BS said he loves the way it is growing and including the community in it, asked if there is a state tool to help assemble it, seemed it was easier to read this year than in years past.

Public Comment:

Director of Student Safety Barbara Martinez echoed Director Davies, through transitions program, District tries to adhere to IEP and goals to move forward, proud of transition students who attain diploma through the Adult Education, as well as the students who transition into the Without Walls program.

Beth Shammass noted the goal is to improve mental health, said high school students have a lot of anxiety and stress, asked if the District is adding more pressure by adding more periods; not using outside providers for training, noted OHANA in the area and lucky to have it.

C. Public Hearing for the Tentative Agreement with the California School Employees Association (CSEA) for 2022-23

Open Public Hearing: 9:39 p.m. Close Public Hearing: 9:40 p.m.

Assistant Superintendent Joshua Jorn presented information to the Board.

Board Comments/Questions:

None

Public Comment:

None

D. Public Hearing of Tentative Agreement with Pacific Grove Teachers Association (PGTA) for Fiscal Year 2022-2023

Open Public Hearing: 9:40 p.m. Close Public Hearing: 9:41 p.m.

Assistant Superintendent Joshua Jorn presented information to the Board.

Board Comments/Questions:

None

Public Comment:

None

XII. ACTION/DISCUSSION

A. WALK-ON Contract with Positive Behavior Supports Corp. for Extended School Year

Director of Student Services Clare Davies presented information to the Board, noted adding language ‘up to’ on contract.

Board Comments/Questions:

BS noted revised language to contract.

Public Comment:

None

MOTION EH/BS to approve the Walk-On Contract with Positive Behavior Supports Corp. for Extended School Year, with noted contract language
Motion CARRIED by vote 5 – 0

B. REVISED Certificated Assignment Order #17

Director II of Human Resources presented information to the Board, verbally noted to redact Nate Welch

Board Comments/Questions:

LO asked for clarification regarding verbal correction

Public Comment:

None

MOTION CS/LO to approve the Revised Certificated Assignment Order #17 with verbal revision to remove Nate Welch
Motion CARRIED by vote 5 – 0

C. Adoption of Resolution No. 1107 Proclaiming June 2023 LGBTQ++ Month

Superintendent Porras presented information to the Board, noted Diversity flag would be used.

Board Comments/Questions:

JM noted as part of the resolution, encouraged all district schools with appropriate instructional activities and ask schools to raise their Pride flags in June.

BS happy the flag is being flown for the full month.

Public Comment:

None

MOTION BS/JM to adopt of Resolution No. 1107 proclaiming June 2023 LGBTQ++ Month
Motion CARRIED by roll call vote 5 – 0

D. Approval of Tentative Agreement with California School Employees Association

Board Comments/Questions:

None

Public Comment:

None

MOTION JM/EH to approve the tentative agreement with California School Employees Association
Motion CARRIED by roll call vote 5 – 0

E. Approval of Tentative Agreement with Pacific Grove Teacher’s Association

Board Comments/Questions:

None

Public Comment:

Director Roggeman thanked the partners of Pacific Grove Teachers Association (PGTA) for helping reach the deal, noted a lot of work and action to improve the contract, pleasure to work with them.

Pacific Grove Teachers Association President Lauralea Gaona thanked the District and Board and the team and PGTA negotiators, said it takes a lot of work to be out of class and out of the office to do the negotiations, everyone is in there for the same reasons, looking forward to continuing negotiations.

California School Employees Association President Leslie Ternullo thanked the labor representative, team, Administration, PGTA and other units, negotiations process is a big undertaking and thanked everyone for their service.

MOTION EH/LO to approve the tentative agreement with Pacific Grove Teacher’s Association
Motion CARRIED by roll call vote 5 – 0

F. Approval of Pacific Grove Unified School District Confidential Employees Agreement

Board Comments/Questions:

None

Public Comment:

None

MOTION BS/CS to approve the Pacific Grove Unified School District Confidential Employees Agreement
Motion CARRIED by 5 – 0

G. Approval of Pacific Grove Unified School District Classified and Certificated Management Agreement

Board Comments/Questions:

None

Public Comment:

None

MOTION LO/CS to approve the Pacific Grove Unified School District Classified and Certificated Management Agreement
Motion CARRIED by 5 – 0

H. Approval of the Assistant Superintendent's 2023 Contract

Superintendent Porras presented information to the Board.

Board Comments/Questions:

JM asked for clarification of cover sheet.

CS noted a typo pronoun ‘her’ instead of ‘his’, asked if Safety Director position should be added to this contract, asked if job description was housed online.

Public Comment:

None

MOTION BS/EH to approve the Assistant Superintendent’s 2023 Contract
Motion CARRIED by 5 – 0

MOTION BS/CS to extend the meeting until 11:00 p.m.
Motion CARRIED by 5 – 0

I. Summer School Principal, Stipend Salary Schedule Revision

Board Comments/Questions:

None

Public Comment:

Robert Down Elementary School Teacher Erica Chavez recommended the District start the process and select the summer school principal earlier in the year.

MOTION BS/EH to approve the Summer School Principal stipend salary schedule revision
Motion CARRIED by 5 – 0

J. Resolution 1108 Indoor Air Quality Community Education Award Grant

Assistant Superintendent Jorn presented information to the Board.

Board Comments/Questions:

BS noted ‘supplement the work’, asked to what extent.

Public Comment:

None

MOTION BS/EH to approve the Resolution #1108 Indoor Air Quality Community Education Award Grant

Motion CARRIED by roll call vote 5 – 0

K. District-Wide Comprehensive Site Safety and Security Threat Vulnerability Risk Assessment

Assistant Superintendent Jorn presented information to the Board.

Board Comments/Questions:

BS concerned about cost, asked if the District Office and stadium are included, confirmed Fund 40, should include the District Office as well.

CS, JM, LO in support of item.

CS asked if Community High School includes State Preschool and Special Education Preschool.

EH asked if it is possible to break up the phases, asked about potential partnership with Pacific Grove Police Department.

Public Comment:

None

MOTION JM/LO to approve District-Wide comprehensive site safety and security threat vulnerability risk assessment

Motion CARRIED by 5 – 0

L. Approval of the *Desmos Mathematics Program* for Pacific Grove Middle School Math Grades 6, 7, and 8

This item was moved and approved under the Consent Agenda.

M. Contract for Services with Scudder Roofing at Robert Down Elementary School

Director of Maintenance, Operations and Transportation Jon Anderson answered questions from the Board.

Board Comments/Questions:

LO asked if is there a warranty on the roof, wondered why the roofing was not through ABM.

Public Comment:

None

MOTION JM/LO to approve the contract for services with Scudder Roofing at Robert Down Elementary School
Motion CARRIED by 5 – 0

N. Contract for Services with Ausonio Construction at Pacific Grove High School

Director of Maintenance, Operations and Transportation Jon Anderson answered questions from the Board.

Board Comments/Questions:

LO asked about attachments, exhibits, warranty.

Public Comment:

None

MOTION CS/JM to approve the contract for services with Ausonio Construction at Pacific Grove High School
Motion CARRIED by 5 – 0

O. Contract for Services with Otto Construction at Forest Grove Elementary School

Director of Maintenance, Operations and Transportation Jon Anderson answered questions from the Board.

Board Comments/Questions:

LO asked why the District is using a different contractor.

Public Comment:

None

MOTION JM/CS to approve the contract for services with Otto Construction at Forest Grove Elementary School
Motion CARRIED by 5 – 0

P. Contract for services with Southern Bleacher

Director of Maintenance, Operations and Transportation Jon Anderson answered questions from the Board.

Board Comments/Questions:

LO asked if the repairs are being done over the summer.

EH asked if this is covered by insurance.

Public Comment:

None

MOTION EH/LO to approve the contract for services with Southern Bleacher

Motion CARRIED by 5 – 0

Q. Board Agenda Format Regarding Individuals Desiring to Address the Board

President Swanson had a request from Pacific Grove Teachers Association to speak to Board members, discussed adding an agenda section to unions for updates, if they chose.

Board Comments/Questions:

EH did not feel the need, based on feedback.

JM did not have a preference.

LO said based on feedback, this may not be wanted, felt there is already a level of comfort, did not see a need for it.

BS did not see a need, liked the way it is now for employees to speak, segment it might work against what the Board is trying to do to keep communications open.

Public Comment:

PGTA President Lauralea Gaona noted no one wants to make the Board meetings longer, said PGTA is not afraid to send emails or to speak to the Board, felt this would be an added piece that is not necessary, there could be some unintended consequences, does not need to be on the agenda.

CSEA President Leslie Ternullo echoed Lauralea Gaona, said the process in place now is effective, noted there may be unintended consequences in communication in this fashion.

Robert Down Elementary School Teacher Erica Chavez agreed, invited the Board to extend an invitation to a particular meeting if there is a Board item the Board would like to seek teacher input on, but does not need to be a line item on every agenda.

No motion made, no action taken

R. Pacific Grove Unified School District Post Pandemic Protocols

District Nurse Powley provided an update to the Board.

Board Comments/Questions:

JM said the District is lucky to have District Nurse Powley, asked for her recommendation.

Public Comment:

None

MOTION EH/LO to adopt post pandemic protocols.

Motion CARRIED by 5 – 0

S. Board Calendar/Future Meetings

Superintendent Porras noted revisions to the Board calendar.

Board Comments/Questions:

CS noted supplemental calendar from Leadership Associates for proposed dates.

The Board discussed dates for potential Special meeting for Superintendent search process.

Public Comment:

None

MOTION CS/JM to approve the proposed Board Calendar/Future Meetings and add a Special Board Meeting on Monday, May 22, 2023 at 5:00 p.m.

Motion CARRIED by 5 – 0

XIII. INFORMATION/DISCUSSION continued

B. California School Board Association Policy Updates December 2022

Board Comments/Questions:

None

Public Comment:

None

C. Future Agenda Items

- Added April 26, 2023: Sub Committee with the City of Pacific Grove (September 2023)
- Added April 26, 2023: Board Site Visits (Fall 2023)
- Added April 26, 2023: The WAVE Program (September 2023)

Board Comments/Questions:

None

Public Comment:

None

XIV. ADJOURNED

10:53 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Special Meeting of May 22, 2023 – District Office/Virtual

I. OPENED BUSINESS

A. Called to Order 5:00 p.m.

B. Roll Call

Trustee(s) Present: President Carolyn Swanson (CS)
Clerk Jennifer McNary (JM)
Dr. Elliott Hazen (EH)
Trustee Laura Ottmar (LO)
Trustee Brian Swanson (BS)

Trustee(s) Virtual At Alternate Location: N/A

Trustee(s) Absent: N/A

Administration Present: N/A

Board Recorder: Mandi Ackerman

C. Adopted Agenda

Board Questions/Comments:

None

Public Comment:

None

MOTION JM/LO to adopt agenda as presented.
Motion CARRIED by vote 5 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

- 1. Public Employee Appointment/Discussion
Position: Superintendent (Government Code Section 54957)

B. Public comment on Closed Session Topics

None

C. Adjourn to Closed Session 5:02 p.m.

III. RECONVENE IN OPEN SESSION 5:30 p.m.

A. Reported action taken in Closed Session:

- 1. Public Employee Appointment/Discussion
Position: Superintendent (Government Code Section 54957)

Information was received, direction given

IV. ACTION/DISCUSSION

A. Superintendent Search Process

Eric Andrews and Sally Frazier of Leadership Associates presented information to the Board and facilitated discussion with the Board including an overview of the search process, search firm protocols, input focus groups sessions from community and staff, timeline, and acquired Board input regarding desired qualities and characteristics of the new superintendent.

Board Questions/Comments:

Regarding languages used for communications, the Board directed staff not to leave out any families, use the best approach to address every family.

The Board confirmed surveys are anonymous.

The Board selected September 28, 2023 for the candidate review and October 9, 2023 the candidate selection.

The Board discussed possible subcommittee for Superintendent contract edits.

Desired characteristics

EH noted longevity, commitment, clear and developed leadership style, visionary with consensus building

JM noted experience with DEI work, hands-on management approach, committed longevity, fresh energy, new ideas, bring community and District together

LO noted focus on social emotional health and wellness of students and staff, inspiration to staff, asked if is this District emotionally healthy, accountable, being honest, approachable, longevity

BS noted Ed Code knowledge, bilingual, past superintendent experience, classroom experience, communicate with all stakeholders

CS noted measurable goal setter, demonstrate grow and evaluate staff they oversee, ok with saying no to the Board, values communication and input from community

District Strengths

JM noted academic programming, strong community network, exceptional staff, amazing community, small nimble district, able to pivot

LO reiterated the staff is dedicated and engaged

BS noted supportive staff, great music program, passed Bond measures which says a lot about the community, longevity

CS noted the robust Special Education program, walkable area, low staff turnover, dedicated families

EH noted the strong community, strong desire to be better, COVID handled better than many, blue ribbon school

Areas of Concern/Improvement

BS underlying chatter of racism

CS noted the two elementary schools are inequitable, safety, data-based measurable goals

EH noted diversity and equity, better at spending money, equity among the two elementary schools

JM noted communication with educational partners, communication about the District, about bonds, engagement

LO noted social emotional support of students and staff

Desired Qualifications

CS noted California candidate will serve the District better, cabinet level experience

EH desired California experience, Ed Code, doctorate, bilingual, some level of leadership position

JM is not stuck on classroom experience, California knowledge, preferred vs. required language

LO preferred California experience, credentialed administrator, masters, teaching experience, bilingual

Public Comment:

Beth Shammas asked if the input focus groups would be held during the summer; spoke about subcommittee; recommended the Board not worry about a candidate who has been a superintendent, noted this is a small district, recommended the Board not worry about how long the candidate will be in the District, noted the best candidate could be someone close to retirement with a wealth of knowledge, encouraged someone who is easy to communicate with, acknowledged the District boasts a successful counseling department, noted declining enrollment at the high school, noted a comprehensive high school that competes with private schools.

V. ADJOURNMENT

8:00 p.m.

Next Regular Board Meeting: June 1, 2023

- 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 #18

DATE: June 1, 2023

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

Page 1 of 2

RECOMMENDATION:

The District Administration recommends the Board review and approve the Classified Assignment Order #18

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. 18
 June 1, 2023**

ADDITIONAL ASSIGNMENT:

Jennifer Thompson, FGE Instructional Assistant (Special Education), Part-time, 5 hrs./day, 180 day work calendar, Range 31, Step C, effective August 9, 2023 (replaces retiree Evelyn Franco)

Julia Mellin, FGE Instructional Assistant (Special Education), Part-time 5 hrs./day, 180 day work calendar, Range 31, Step B, effective August 9, 2023 (new position)

2023 SUMMER EXTENDED SCHOOL YEAR, 4.5 hrs./day, paid per timesheet at the Job Classification of their regular position step and column, effective June 1, 2023 through June 30, 2023

Paraeducators Preschool:

Yvonne Foletta, Evie Harter, Jennifer Hewlett

Paraeducators, RDE Moderate/Severe, TK-4th:

Tara Alayoubi, Zinnia Sandoval, DeAnna Bradford

Paraeducators, FGE, Mild/Moderate, TK-2nd:

Charlotte VanderMeer, Uriel Lopez, Erica Gonzales, Mark Anderson

Paraeducators, FGE, Intermediate Mild/Moderate, 3rd-5th SDC:

Isabella Hoang, Maria Sicairos, Beth Randunzel

Paraeducators, PGMS, Moderate/Severe:

Simon Stewart, Joel Haffner, Andrea Duran

Paraeducators, PGHS, Moderate/Severe:

Brian Bloomer, April Gabriel, Jeff Bautista, Rachel Croft, Brandy Deppert

Paraeducators, Transition Program:

Fernando Hernandez, Vanessa Villalpando, Kyle Neely

Occupational Therapist, Amanda Geurts

Technology, Raymond DeVost

2023 SUMMER SCHOOL:

Jennifer Thompson, Instructional Assistant, 4.5 hrs./day, paid per timesheet, effective June 1, 2023-June 30, 2023 only (replaces Amy Killett)

SUBSTITUTE:

Garry Bousum, Fiscal Support/CBO, intermittent, paid per time sheet at step A of the Assistant Superintendent salary schedule

RESIGNATION:

Hinda Majri, PGAS, EL/Civics instructor, resigns effective May 25, 2023

Norma Barakat, RDE Instructional Assistant, resigns her IA position to sub certificated, effective May 26, 2023

- 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: Certificated Assignment Order #18

DATE: June 1, 2023

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

Page 1 of 3

RECOMMENDATION:

The District Administration recommends the Board review and approve the Certificated Assignment Order #18

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. 18
 June 1, 2023**

NEW HIRE:

Aaron Vasquez, PGHS, English/Drama Teacher, Part-time, 0.60 FTE, Column V, Step 12, effective August 3, 2023 (replaces retiree, Karinne Gordon)

Yolanda Cork-Anthony, District Director of Student Services, Full-time, 1.0 FTE, Step 8 on the Management Salary Schedule, effective July 1, 2023 (replaces retiree, Clare Davies)

TEMPORARY NEW HIRE:

John Haussermann, PGAS Community Ed Instructor, temporary, part-time, paid per time sheet according to the Adult School Instructional Calendar, Column A, Step 1, effective June 26, 2023 (replaces Linda Goulet)

TEMPORARY CHANGE OF ASSIGNMENT:

Stefanie Alvarez, PGHS, from Special Education Teacher to TOSA, effective 2023-24 school year only (replaces Larry Haggquist), ESSER III funded

INCREASE IN ASSIGNMENT:

PGTA Negotiation Team to work one 6-hour day, paid per time sheet at the employee’s per diem hourly rate, effective May 31, 2023 only:
 Sally Richmond, Susan Chavez, Lauren Davis, Mary Quindimil

ADDITIONAL ASSIGNMENT:

Maddy Portela, District AVID Director, Temporary, 0.20 FTE, Column IV, Step 8, effective 7/1/2023 (replaces Moira Mahr)

2023 SUMMER EXTENDESD SCHOOL YEAR ASSIGNMENTS:

Teachers, to be paid per time sheet at their hourly per diem rate, 4.5 hrs./day June 1, 2023-June 30, 2023:

- Erin Homami, Preschool
- Patty Bloomer, Moderate/Severe, TK-4th
- Ricky Cabalza, Primary Mild/Moderate, TK-2nd
- Jasona Prowse, Moderate/Severe, PGMS
- Calvin Miller, Moderate/Severe, PGHS
- Lorraine Gonzales, Mild/Moderate/Severe, Transitions Program
- Lauren Davis and Amy Tulley shared assignment, Intermediate Mild/Moderate
- Jennifer Lauchaire, Speech Therapist
- Katrina Powley, Health Care Protocol Training, 1 day

RESIGNATIONS:

Molly Kriva, District Speech Therapist, 1.0 FTE, resigns after 7 yrs. 9 months of successful employment with the Pacific Grove Unified School District

Ali Lyon PGMS 8th Grade Volleyball Coach, resigns effective end of season, 2023

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 18
June 1, 2023**

Page 3 of 3

SUBSTITUTE:

Linda Debonis

Natalie Montgomery, FGE, 5th Grade Long term Sub, Column IV, Step 2, effective August 4, 2023 through May 31, 2024 only (replaces Kathryn Yant)

Kelly San Filippo, FGE, 4th Grade Long term Sub, Column V, Step 10+MA, effective August 4, 2023 through May 31, 2024 only (replaces Marc Russo)

- 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: Acceptance of Donations

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

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

INFORMATION:

During the past months the following donations were received:

Forest Grove Elementary School

None

Robert H. Down Elementary School

Various

\$230.00 (Drama)

Pacific Grove Middle School

None

Pacific Grove High School

None

Pacific Grove Community High School

None

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

Friends of PG Co-Op

\$500.00 (Pine Ave. Preschool Classroom Supplies)

Friends of PG Co-Op

\$500.00 (Dual Language Preschool Classroom Supplies)

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: Cash Receipts Report No. #18

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

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

BACKGROUND:

The attached listing identifies Cash Receipts received by the District during the period of from May 10, 2023 to May 23, 2023.

INFORMATION:

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

PGUSD
 2022-23 BOARD REPORT # 18 Cash Receipts

May 10, 2023 - May 23, 2023

Date	Num	Name	Account	Amount
May 10 - 23, 23				
05/10/2023	21743	BASRP-RD	BASRP	445.00
05/10/2023	21744	BASRP-FG	BASRP	3.00
05/10/2023	21745	PGHS	TEXTBOOK FEES	32.00
05/10/2023	21746	RETIREE INSURANCE	RETIREE INSURANCE	131.00
05/11/2023	21747	Robert Down Elementary	DONATION	230.00
05/11/2023	21748	RETIREE INSURANCE	RETIREE INSURANCE	232.00
05/15/2023	21749	STATE OF CALIFORNIA	MEDI-CAL	11,526.66
05/15/2023	21750	American Fidelity	REIMBURSEMENT	100.00
05/15/2023	21751	ASE - After School Enrichment	FEES	130.00
05/15/2023	21752	RETIREE INSURANCE	RETIREE INSURANCE	1,866.00
05/15/2023	21753	ADULT EDUCATION	ADULT EDUCATION	1,866.00
05/15/2023	21754	RETIREE INSURANCE	RETIREE INSURANCE	786.00
05/16/2023	21755	BASRP-FG	BASRP	142.00
05/16/2023	21756	RETIREE INSURANCE	RETIREE INSURANCE	1,722.00
05/17/2023	21757	BASRP-FG	BASRP	10,019.23
05/17/2023	21758	BASRP-RD	BASRP	13,511.22
05/18/2023	21759	RETIREE INSURANCE	RETIREE INSURANCE	1,650.00
05/18/2023	21760	RETIREE INSURANCE	RETIREE INSURANCE	1,793.00
05/19/2023	21761	Robert Down Elementary	Brick Fundraiser	7,303.36
05/19/2023	21762	Forest Grove Elementary	FIELD TRIP	1,094.11
05/19/2023	21763	RETIREE INSURANCE	RETIREE INSURANCE	577.00
05/22/2023	21764	Child Development Inc	PRESCHOOL	1,482.00
05/22/2023	21765	MISC	REIMB EXP	10.10
05/22/2023	21766	RETIREE INSURANCE	RETIREE INSURANCE	2,424.00
05/22/2023	21767	Forest Grove Elementary	FIELD TRIP	20.00
05/22/2023	21768	Forest Grove Elementary	WALK WITH PRIDE	25.00
05/22/2023	21769	RETIREE INSURANCE	RETIREE INSURANCE	2,250.00
05/23/2023	21770	RETIREE INSURANCE	RETIREE INSURANCE	700.00
05/23/2023	21771	RETIREE INSURANCE	RETIREE INSURANCE	3,654.00
05/23/2023	21772	ADULT EDUCATION	ADULT EDUCATION	1,030.00
05/23/2023	21773	Robert Down Elementary	Brick Fundraiser	80.00
May 10 - 23, 23				<u>66,834.68</u>

- 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: Revolving Cash Report No. #5

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

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

BACKGROUND:

The attached listing identifies payments made from the Revolving Cash Fund during the period of February 23, 2023 to May 23, 2023.

INFORMATION:

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

PGUSD
 2022-23 BOARD REPORT # 5 REVOLVING CASH
 February 23, 2023 - May 23, 2023

Date	Num	Name	Account	Amount
Feb 23 - May 23, 23				
02/28/2023		ANALYSIS CHARGE	BANK FEE	-308.87
03/24/2023		DEPOSIT	DEPOSIT	738.69
04/17/2023		ANALYSIS CHARGE	BANK FEE	-403.16
05/15/2023		ANALYSIS CHARGE	BANK FEE	-404.25
Feb 23 - May 23, 23				-377.59

- 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: Out of County or Overnight Activities

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

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

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
2022-23 OUT OF COUNTY OR OVERNIGHT ACTIVITIES**

<u>Date(s)</u>	<u>Destination</u>	<u>Student/ Class/ Activity</u>	<u>Transportation</u>	<u>Cost</u>	<u>Funding Source</u>
6/9/2023-6/11/2023	St. Mary's College Moraga, CA	PGHS Boys Basketball Team Summer Camp/ Tournament	Auto	\$ -	na
6/17/2023	Santa Cruz High School Santa Cruz, CA	PGHS Boys Basketball Team Summer Tournament	Auto	\$ -	na
6/24/2023	Menlo Atherton High School Atherton, CA	PGHS Boys Basketball Team Summer Tournament	Auto	\$ -	na

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

Board Approval is required for all out-of-county, out-of-state, or overnight activities. The request must be approved by the Board prior to the event, therefore the request must be submitted **AT LEAST FOUR (4) WEEKS PRIOR TO THE EVENT**. For ALL other activities, submit a request two weeks in advance of activity.

Date of Activity: 06/09/2023 Day of Activity: Friday-Sunday

Activity Name/ Location: St Mary's College Address: 1928 St Marys Road

City: Moraga County: Contra Costa

School: PG High School Teacher/ Class or Club: Dan Powers Boys Basketball Grade: 9-12

School Departure Time: 9 a.m. Pickup Time from Place of Activity: 5 p.m.

Name(s) of Employee(s) Accompanying Students: Dan Powers/Guarav Gurung/Brandon Peterson

Number of Adults: 2 Number of Students: 12

Description of Activity/ Educational Objective: Boys Basketball Team Camp (summer basketball tournament)

List All Stops: None

I understand that per Board Policy 6153, I am responsible for sending and having returned prior to departure written permission from parents for this trip. DP (Teacher/Coach/Advisors Initials)

Means of Transportation: Auto*
(Board Regulation 3541.1 requirements will be complied with when using private autos: DP (Teacher/ Coach/Advisors Initials))

Name(s) of Auto Drivers (subject to change): Dan Powers

- Form-OCA-1 Release of Driver Record Information is on file with the District on file
- Form-OCA-2 Personal Automobile Information is on file with the District on file
- Fingerprint clearance is on file with the District Cleared

Requested By: Daniel P. Powers Daniel P. Powers Date: 05/07/2023
Employee Signature (accompanying students) *(Printed Name)*

Administrative Approval/Principal: Lito M. Garcia Date: 05/09/2023

Substitute Required: No # of Days _____ Account Code (for sub): _____

Cost of Activity: \$ _____ + Cost of Transportation: \$ _____ + Cost of Substitute: \$ _____ = Total Cost (Est): \$ _____

Funds to be charged for all activity expenses: () Students () Club () PG Pride () Other _____

Account Code: N/A

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____
PGUSD Regular Meeting of June 1, 2023

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

Board Approval is required for all out-of-county, out-of-state, or overnight activities. The request must be approved by the Board prior to the event, therefore the request must be submitted **AT LEAST FOUR (4) WEEKS PRIOR TO THE EVENT**. For ALL other activities, submit a request two weeks in advance of activity.

Date of Activity: 06/17/2023 Day of Activity: Saturday-Sunday

Activity Name/ Location: Santa Cruz High Address: 415 Walnut St.

City: Santa Cruz County: Santa Cruz

School: PG High School Teacher/ Class or Club: Dan Powers Grade: 9-12

School Departure Time: 12 p.m. Pickup Time from Place of Activity: 5 p.m.

Name(s) of Employee(s) Accompanying Students: Daniel Powers

Number of Adults: 2 Number of Students: 12

Description of Activity/ Educational Objective: Summer Basketball Tournament at Santa Cruz High

List All Stops: none

I understand that per Board Policy 6153, I am responsible for sending and having returned prior to departure written permission from parents for this trip. DP (Teacher/Coach/Advisors Initials)

Means of Transportation: Auto*
(Board Regulation 3541.1 requirements will be complied with when using private autos: DP (Teacher/ Coach/Advisors Initials))

Name(s) of Auto Drivers (subject to change): Dan Powers

- Form-OCA-1 Release of Driver Record Information is on file with the District on file
- Form-OCA-2 Personal Automobile Information is on file with the District on file
- Fingerprint clearance is on file with the District Cleared

Requested By: Daniel P. Powers Daniel P. Powers Date: 05/07/2023
Employee Signature (accompanying students) *(Printed Name)*

Administrative Approval/Principal: Lito M. Garcia Date: 05/09/2023

Substitute Required: No # of Days _____ Account Code (for sub): _____

Cost of Activity: \$ _____ + Cost of Transportation: \$ _____ + Cost of Substitute: \$ _____ = Total Cost (Est): \$ _____

Funds to be charged for all activity expenses: () Students () Club () PG Pride () Other _____

Account Code: N/A

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: PGUSD Date of Board Approval: Regular Meeting of June 1, 2023

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

Board Approval is required for all out-of-county, out-of-state, or overnight activities. The request must be approved by the Board prior to the event, therefore the request must be submitted **AT LEAST FOUR (4) WEEKS PRIOR TO THE EVENT**. For ALL other activities, submit a request two weeks in advance of activity.

Date of Activity: 06/24/2023 Day of Activity: Saturday-Sunday

Activity Name/ Location: Menlo Atherton High Address: 555 Middlefield Avenue

City: Atherton County: San Mateo

School: PG High School Teacher/ Class or Club: Dan Powers/Boys Basketball Grade: 9-12

School Departure Time: 9 a.m. Pickup Time from Place of Activity: 5 p.m.

Name(s) of Employee(s) Accompanying Students: Daniel Powers

Number of Adults: 2 Number of Students: 12

Description of Activity/ Educational Objective: Summer Boys Basketball Tournament

List All Stops: None

I understand that per Board Policy 6153, I am responsible for sending and having returned prior to departure written permission from parents for this trip. DP (Teacher/Coach/Advisors Initials)

Means of Transportation: Auto*
(Board Regulation 3541.1 requirements will be complied with when using private autos: DP (Teacher/ Coach/Advisors Initials))

Name(s) of Auto Drivers (subject to change): Dan Powers, Brandon Peterson
() Form-OCA-1 Release of Driver Record Information is on file with the District D. Powers(cleared), B. Peterson (pending)
() Form-OCA-2 Personal Automobile Information is on file with the District D. Powers (cleared), B. Peterson (pending)
(x) Fingerprint clearance is on file with the District Cleared

Requested By: Daniel Powers Daniel Powers Date: 05/07/2023
Employee Signature (accompanying students) *(Printed Name)*

Administrative Approval/Principal: Lito M. Garcia Date: 05/25/2023

Substitute Required: No # of Days _____ Account Code (for sub): _____

Cost of Activity: \$ _____ + Cost of Transportation: \$ _____ + Cost of Substitute: \$ _____ = Total Cost (Est): \$ _____

Funds to be charged for all activity expenses: () Students () Club () PG Pride () Other _____

Account Code: N/A

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____
PGUSD Regular Meeting of June 1, 2023

- 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 Out of County or Overnight Activities

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board ratify and approve the request as presented.

BACKGROUND:

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

INFORMATION:

The attached identifies an Out of County trip for the PGHS Girls Softball team to compete in the CCS Softball Playoffs at Mountain View High School on May 20, 2023.

FISCAL IMPACT:

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

Board Approval is required for all out-of-county, out-of-state, or overnight activities. The request must be approved by the Board prior to the event, therefore the request must be submitted **AT LEAST FOUR (4) WEEKS PRIOR TO THE EVENT**. For ALL other activities, submit a request two weeks in advance of activity.

Date of Activity: 05/20/2023 Day of Activity: Saturday

Activity Name/ Location: CCS Softball Playoffs Address: 3535 Truman Ave

City: Mountain View Ca County: Santa Clara County

School: PG High School Teacher/ Class or Club: Varsity softball coach Grade: Varsity softball coach

School Departure Time: 10 a.m. Pickup Time from Place of Activity: 330 p.m.

Name(s) of Employee(s) Accompanying Students: Salvatore Lucido

Number of Adults: 4 Number of Students: 11

Description of Activity/ Educational Objective: Softball playoff game

List All Stops: None

I understand that per Board Policy 6153, I am responsible for sending and having returned prior to departure written permission from parents for this trip. SL (Teacher/Coach/Advisors Initials)

Means of Transportation: Auto*
(Board Regulation 3541.1 requirements will be complied with when using private autos: SL (Teacher/ Coach/Advisors Initials))

Name(s) of Auto Drivers (subject to change): Salvatore Lucido

() Form-OCA-1 Release of Driver Record Information is on file with the District (pending)

() Form-OCA-2 Personal Automobile Information is on file with the District (pending)

(x) Fingerprint clearance is on file with the District Salvatore Lucido Cleared

Requested By: Salvatore Lucido Salvatore Lucido Date: 05/19/2023
Employee Signature (accompanying students) *(Printed Name)*

Administrative Approval/Principal: Lito M. Garcia Date: 05/25/2023

Substitute Required: No # of Days _____ Account Code (for sub): _____

Cost of Activity: \$ _____ + Cost of Transportation: \$ _____ + Cost of Substitute: \$ _____ = Total Cost (Est): \$ _____

Funds to be charged for all activity expenses: () Students () Club () PG Pride () Other _____

Account Code: None

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____
PGUSD Regular Meeting of June 1, 2023

- | | |
|---|---|
| <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: California School Board Association December 2022 Policy Updates

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve the California School Board Association policy updates from December 2022.

INFORMATION:

CSBA employs several full-time staff to keep its sample policy manual updated. It updates approximately 100 policies every year to stay up to date with changes in the law and publishes these updates in four bundles called “policy update packets.” These are issued four times a year: March, June, September, and December, as well as any special updates as needed. Subscribers to GAMUT Policy Plus receive announcements every time CSBA issues a policy update packet and can access the packet by logging into their proprietary site.

CSBA encourages districts to review each update packet once it’s issued to see which policies the district may need to update. Districts can review a “guide sheet” that lists the changes that CSBA has made as well as the text in the policies themselves to determine which policies they want to update. Once they determine this, they can prepare drafts of the new policies to send to their board for review and adoption. By reviewing each CSBA policy update packet and taking action accordingly, districts can ensure that their policy manual is always accurate and up-to-date. CSBA encourages districts to establish a consistent process for reviewing, processing, and approving update packets so that they never fall behind on their policies.

The Board directed Administration to have each Administrator review the policies for his/her department. The current batch of updates is from December 2022. Recommended updates will be brought to ongoing meetings until the Board has caught up with the CSBA updates.

The following Policies, Regulations and Exhibits were reviewed by the appropriate Administrator, recommendations accepted, no additional changes.

DECEMBER 2022

Board Policy 0430 - Comprehensive Local Plan for Special Education

- Reviewed by Director of Student Services Clare Davies

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

- Reviewed by Director of Student Services Clare Davies

Board Policy 0450 - Comprehensive Safety Plan

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 0450 - Comprehensive Safety Plan

- Reviewed by District Safety Director Barbara Martinez

Board Policy 0460 - Local Control and Accountability Plan

- Reviewed by Director of Curriculum and Special Projects Buck Roggeman

Administrative Regulation 0460 - Local Control and Accountability Plan

- Reviewed by Director of Curriculum and Special Projects Buck Roggeman

Board Policy 3250 - Transportation Fees

- Reviewed by Director of Maintenance, Operations and Transportation Jon Anderson

Administrative Regulation 3250 - Transportation Fees

- Reviewed by Director of Maintenance, Operations and Transportation Jon Anderson

Administrative Regulation 3260 - Fees and Charges

- Reviewed by Assistant Superintendent Josh Jorn

Board Policy 3460 - Financial Reports and Accountability

- Reviewed by Assistant Superintendent Josh Jorn

Administrative Regulation 3460 - Financial Reports and Accountability

- Reviewed by Assistant Superintendent Josh Jorn

Board Policy 3515 - Campus Security

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 3515 - Campus Security

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 3516.2 - Bomb Threats

- Reviewed by District Safety Director Barbara Martinez

Board Policy 3540 - Transportation

- Reviewed by Director of Maintenance, Operations and Transportation Jon Anderson

Board Policy 5131.7 - Weapons and Dangerous Instruments

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 5131.7 - Weapons and Dangerous Instruments

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 5141.3 - Health Examinations

- Reviewed by Director of Student Services Clare Davies

Board Policy 5142 - Safety

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 5142 - Safety

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 5142.2 - Safe Routes to School Program

- Reviewed by District Safety Director Barbara Martinez

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

- Reviewed by Director of Student Services Clare Davies

Board Bylaw 9220 - Governing Board Elections

- Reviewed by Superintendent Porras

Board Bylaw 9223 - Filling Vacancies

- Reviewed by Superintendent Porras

Board Bylaw 9323 - Meeting Conduct

- Reviewed by Superintendent Porras
- Addition change includes editing regular Board meeting adjournment by 10:00 p.m.

**CSBA Sample District Policy Manual
CSBA Sample Manual Site**

Policy 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 02/01/1998 | **Last Revised Date:** 05/12/01/2020/2022 | **Last Reviewed Date:** 05/12/01/2020/2022

CSBA NOTE: Pursuant to Education Code 56195.1, school districts and county offices of education (COE) are required to form geographical regions, known as Special Education Local Plan Areas (SELPA), of sufficient size and scope to administer a local plan and the allocation of funds for all the special education service needs of the children residing within the boundaries of the region. Districts may join together or with a COE to form a SELPA, or a single district may form its own SELPA. As amended by SB 98 (Ch. 24, Statutes of 2020), Education Code 56195.1 prohibits a district from creating a single-district SELPA until July 1, 2024.

Each SELPA is required to develop and administer a local plan describing how it will provide special education services. Pursuant to Education Code 56195.5, the Governing Board has authority, consistent with the SELPA plan, over the programs it directly maintains.

The following policy and accompanying administrative regulation should be revised to reflect requirements for the type of SELPA in which the district participates.

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

CSBA NOTE: Option 1 below is for use by districts that have their own single-district SELPA. Option 2 below is for use by districts that join with other districts to form a SELPA. Option 3 below is for use by districts that join with a COE to form a SELPA.

OPTION 1: (Single-district SELPA)

~~In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.~~

~~The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction. (SPI). (Education Code 56195.1, 56195.3)~~

OPTION 1 ENDS HERE

OPTION 2: (Districts that participate in a multi-district SELPA)

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a multi-district Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

CSBA NOTE: Education Code 56195.8 mandates each entity providing special education that is participating in a multi-district SELPA to adopt policies for the programs and services it operates, including, but not limited to, policies on nonpublic, nonsectarian services, review of the class assignment of a student with disabilities, procedural safeguards, resource specialists, transportation of students with disabilities, information on the number of individuals with disabilities who are being provided special education and related services, and caseloads for speech and language specialists providing services to

children with disabilities ages 3-5 years. District policies on these topics should be consistent with policies adopted by the SELPA.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the county office of education and the Superintendent of Public Instruction. SPI. (Education Code 56195.1, 56195.3)

OPTION 2 ENDS HERE

~~OPTION 3: (Districts that participate in a multi-district SELPA with the county office of education)~~

~~In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.~~

~~The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)~~

~~The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the Superintendent of Public Instruction. SPI. (Education Code 56195.1)~~

OPTION 3 ENDS HERE

CSBA NOTE: Education Code 56836.148, as amended by AB 181 (Chapter 52, Statutes of 2022), requires the SPI to make publicly available the special education funding each local educational agency (LEA) generates for their SELPA, and for the SELPA, within thirty days of receiving their apportionment to report the amount of funding each LEA generates to member LEAs.

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

CSBA NOTE: The remainder of this policy applies to all districts.

Pursuant to Education Code 56195.9, beginning July 1, 2020, the local plan must be reviewed by the SELPA at least once every three years. The budget plan, service plan, and annual assurances support plan must still be reviewed annually, pursuant to Education Code 56205; see the accompanying administrative regulation.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory

committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

CSBA NOTE: Pursuant to Education Code 56195.7, a single-district SELPA is mandated to adopt a written procedure for the ongoing review of programs and a mechanism for correcting any identified problem. For districts participating in a multi-district SELPA with or without a COE pursuant to Option 2 or 3 above, these requirements are contained in the written agreement entered into by members of the SELPA. The following paragraph may be revised to reflect district and/or SELPA practice.

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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State	Description
5 CCR 3000-3089	Regulations governing special education
Ed. Code 56000-56001	Education for individuals with exceptional needs
Ed. Code 56020-56035	Definitions
Ed. Code 56040-56046	General provisions
Ed. Code 56048-56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
Ed. Code 56190-56194	Community advisory committees
Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements
Ed. Code 56213	Special education local plan
Ed. Code 56213 56211-56214	Special education local plan areas with small or sparse populations
Ed. Code 56240-56245	Staff development
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code 56520-56525 56524	Behavioral interventions

Ed. Code 56600-56606	Evaluation, audits and information
Ed. Code 56836-56836.05	Administration of local plan
Gov. Code 7579.5	Surrogate parent; appointment, qualifications , <u>qualification</u> and liability
Gov. Code 95000-95004	California Early Intervention Services Act
W&I Code 361	Limitations on parental control
W&I Code 726	Limitations on parental control

Federal

20 USC 1232g	Description Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 303.1-303.654	Early intervention program for infants and toddlers with disabilities
34 CFR 99.10-99.22	Inspection, review and procedures for amending education records
42 USC 12101-12213	Americans with Disabilities Act

Management Resources

Website	Description CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs

Cross References

Code	Description
0400	Comprehensive Plans
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees

1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
4112.23	Special Education Staff
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
6020	Parent Involvement
6020	Parent Involvement
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.4	Behavioral Interventions For Special Education Students
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

Regulation 0430: Comprehensive Local Plan For Special Education**Status: ADOPTED**Original Adopted Date: 04/01/2003 | Last Revised Date: 12/01/2020 2022 | Last Reviewed Date:
12/01/2020 2022**Definitions**

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

Elements of the Local Plan

CSBA NOTE: Education Code 56205 and 56206 detail the elements that must be included in the local plan developed by the Special Education Local Plan Area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213).

Pursuant to Education Code 56122, the California Department of Education (CDE) has developed templates for plan development, which are available on its web site.

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
 - a. Free appropriate public education
 - b. Full educational opportunity
 - c. Child find and referral
 - d. Individualized education programs, including development, implementation, review, and revision

- e. Least restrictive environment
 - f. Procedural safeguards
 - g. Annual and triennial assessments
 - h. Confidentiality
 - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
 - j. Children in private schools
 - k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
 - l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
 - m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)
 - n. Performance goals and indicators
 - o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
 - p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
 - q. Maintenance of financial effort
 - r. Opportunities for public participation before adoption of policies and procedures
 - s. Suspension and expulsion rates
 - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
 - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
 - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each local educational agency (LEA) LEA within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected

funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures

3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

CSBA NOTE: Pursuant to Education Code 56205 and 56122, the local plan must include an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities. As amended by ~~SB 98~~ [AB 181](#) (Ch. [2452](#), Statutes of ~~2020~~ [2022](#)), Education Code 56122 extends the timeline for developing an annual assurances support plan to July 1, ~~2023~~ [2027](#). A template for the annual assurances support plan will be developed by CDE by July 1, ~~2022~~ [2026](#).

4. Beginning July 1, ~~2023~~ [2027](#), an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:
 - a. ~~How~~ [Support](#) the governing board of the SELPA will ~~support~~ [provide to](#) participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans
 - b. ~~How~~ [The ways in which](#) the governing board of the SELPA will connect participating agencies in need of technical assistance to the statewide system of support
 - c. The services, technical assistance, and support the governing board of the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
5. A description of programs for early childhood special education from birth through five years of age
6. A description of the method by which members of the public, including parents/guardians of individuals with ~~disabilities~~ [exceptional needs](#) who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan
8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE
9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

Availability of the Plan

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

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Gov. Code 7579.5	Surrogate parent; appointment, qualifications, liability
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W&I Code 726	Limitations on parental control
Federal	Description
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20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 303.1-303.654	Early intervention program for infants and toddlers with disabilities
34 CFR 99.10-99.22	Inspection, review and procedures for amending education records
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs

Cross References

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6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
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6159.3	Appointment Of Surrogate Parent For Special Education Students
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6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
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6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

Policy 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** 12/01/2018~~2022~~ | **Last Reviewed Date:** 12/01/2018~~2022~~

CSBA NOTE: Pursuant to Education Code 32280-32289.5, districts are responsible for ensuring that a comprehensive safety plan with specified components is in place for each district school. As amended~~required~~ by AB 1747 (Ch. 806, Statutes of 2018), Education Code 32282 requires~~and 32288~~, the California Department of Education (CDE) to post~~has posted~~ on its web site a compliance checklist for developing comprehensive safety plans, and Education Code 32288 requires CDE to post ~~and~~ best practices for reviewing and approving the plans. Beginning in the 2018-19 school year, comprehensive~~Comprehensive~~ safety plans will be audited~~are reviewed~~ through the annual audits required by Education Code 41020 to ensure that they are updated and approved by March 1 of each year.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

CSBA NOTE: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

OPTION 1 ENDS HERE

~~OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)~~

~~The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)~~

OPTION 2 ENDS HERE

CSBA NOTE: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the comprehensive safety plan by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review.

Pursuant to Education Code 32288, the updated plan(s) must be submitted to the district for approval. The Governing Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

CSBA NOTE: Education Code 32288 requires that districts notify CDE if a school has not complied with the safety plan requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to \$2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education ([CDE](#)) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

CSBA NOTE: The following section is optional. Pursuant to Education Code 32281, the Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

~~Access to Safety Plan(s)~~ Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 32281, the Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

CSBA NOTE: Education Code 32281, as amended by AB 1747, adds a requirement to share the comprehensive safety plans with the following entities:

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

CSBA NOTE: Pursuant to Education Code 32289.5, the district is required to provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools, as specified.

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference UPDATE Service

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State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Definition; persistently dangerous schools
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32261 <u>32260-32262</u>	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
<u>Ed. Code 35266</u>	<u>Reporting of cyber attacks</u>
Ed. Code 35291-35291.5	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
<u>Ed. Code 48980</u>	<u>Annual notifications</u>
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
<u>Ed. Code 49390-49395</u>	<u>Homicide threats</u>

Ed. Code 67381	Violent crime Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Federal	Description
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices
20 USC 7111-7122	Student Support support and Academic Enrichment Grants academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
CSBA Publication	Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication	Safe Schools: A Planning Guide for Action Workbook, 2002
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
U.S. DOE Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. SS Secret Service & DOE Publication	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools

<u>Website</u>	<u>California Department of Technology, Independent Security Assessment</u> (https://cdt.ca.gov/security/independent-security-assessments-services/)
Website	California Governor's Office of Emergency Services
<u>Website</u>	<u>California Military Department</u> (https://calguard.ca.gov/)
<u>Website</u>	<u>California State Threat Assessment System</u> (https://calstas.org/)
Website	California Healthy Kids Survey
Website	U.S. Department of Education
<u>Website</u>	<u>U.S. Department of Homeland Security, Fusion Centers</u> (https://www.dhs.gov/fusion-centers)
Website	CSBA

Cross References

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3515.5	Sex Offender Notification
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3516	Emergencies And Disaster Preparedness Plan
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4219.11	Sexual Harassment
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4231	Staff Development
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9320	Meetings And Notices
9321	Closed Session
9321-E (1)	Closed Session
9321-E (2)	Closed Session

Regulation 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** 12/01/2018~~2022~~ | **Last Reviewed Date:** 12/01/2018~~2022~~

CSBA NOTE: The following optional administrative regulation should be revised to reflect district practice.

Pursuant to Education Code 234.5, the California Department of Education (CDE) has posted on its web site a list of statewide resources for youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and youth affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

Additionally, 6 USC 665k, as added by the Luke and Alex School Safety Act of 2022 (P.L. 117-159), requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety.

Development and Review of Comprehensive School Safety Plan

CSBA NOTE: The following section reflects requirements for the development of site-level comprehensive safety plans pursuant to Education Code 32280-32289 and is for use by districts that selected Option 1 in the accompanying Board policy. Districts with an average daily attendance (ADA) of 2,500 or less that selected Option 2 in the accompanying Board policy (i.e., that have developed a districtwide comprehensive safety plan applicable to all school sites in lieu of individual site plans, as authorized by Education Code 32281) should omit this section.

~~As amended by AB 1747 (Ch. 806, Statutes of 2018), Education Code 32281 requires school site councils to consult with the fire department and other first responders, in addition to local law enforcement, in the writing and development of comprehensive safety plans.~~

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization

CSBA NOTE: Item #5 below may be modified to specify other groups or individuals who will be represented on the committee. For example, the committee might include representatives of social service agencies, other city or county agencies, health care and emergency service providers, community-based organizations, and/or students.

5. Other members, if desired

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. In assessing the current status of school crime as required by Education Code 32282, districts may contract with a consultant, work with local law enforcement, develop their own local assessment, and/or use available instruments such as the California Healthy Kids Survey or the Centers for Disease Control and Prevention's Youth Risk Behavior Survey.

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

CSBA NOTE: Education Code 32282 requires that the following components be included in the districtwide and/or school site safety plan. The district may expand this list to require other components at its discretion.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

CSBA NOTE: Education Code 32282 requires districts to incorporate earthquake emergency procedures into the comprehensive safety plan, as specified in ~~items~~ **Items** #2b and #2c below. See BP/AR 3516 - Emergencies and Disaster Preparedness Plan and AR 3516.3 - Earthquake Emergency Procedure System for further details about required components of these procedures. ~~As amended by AB 1747, Education Code 32282 requires CDE to provide guidance to districts in regard to the contents of school building disaster plans.~~

- b. An earthquake emergency procedure system in accordance with Education Code 32282
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

CSBA NOTE: Education Code 234.1 requires the Board to adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so; see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment. In addition, the district's complaint process must include a timeline for investigating and resolving complaints and an appeals process; see BP/AR 1312.3 - Uniform Complaint Procedures.

Education Code 234.4, as amended by AB 2291 (Ch. 491, Statutes of 2018), requires districts to adopt, by December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. See BP 5131.2 - .

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

CSBA NOTE: Pursuant to Education Code 32282, as amended by AB 1747, schools are required to include in their comprehensive safety plans procedures for conducting tactical responses to criminal incidents, as specified in ~~item~~ Item #10. Such procedures must be based on the specific needs and context of each school and community.

Pursuant to Education Code 32281, the Governing Board may elect to have district administrators, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury; see the accompanying Board policy.

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

CSBA NOTE: The following components are optional and should be revised to reflect district practice.

Among the strategies for providing a safe environment, the comprehensive safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

CSBA NOTE: Education Code 32261 and 32282 and ~~32261~~ encourage, but do not require, all comprehensive safety plans to include policies and procedures aimed at the prevention of bullying, as defined in Education Code 48900(r).

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

CSBA NOTE: Education Code 32261 encourages, but does not require, comprehensive safety plans to include Item #3, below.

- 3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
- 4. 4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
- 2. 5. Parent/guardian involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

CSBA NOTE: When providing parents/guardians with school safety materials and emergency communications, CSBA encourages districts to do so in language(s) understandable to parents/guardians, as appropriate for the school site.

- 6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

CSBA NOTE: Education Code 49392, as added by SB 906 (Ch. 144, Statutes of 2022), requires districts, starting with the 2023-24 school year, to include in the annual notification to parents/guardians pursuant to Education Code 48980 information related to the safe storage of firearms, as specified.

- 7. Annual notification to parents/guardians related to the safe storage of firearms

- 3. 8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
- 4. 9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
- 5. 10. District policy related to prohibiting the possession of firearms and ammunition on school grounds
- 6. 11. Measures to prevent or minimize the influence of gangs on campus

CSBA NOTE: Education Code 32281 authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime has occurred on the school site. A "violent crime" is any act for which a student could be expelled and which meets the definition listed in Education Code 67381, including willful homicide, forcible rape, robbery, and aggravated assault, as defined in the "Federal Bureau of Investigation's Uniform Crime Reporting Handbook." Education Code 32281 encourages that the notice be sent no later than the second workday after receiving verification from law enforcement.

20 USC 7912 requires that all students attending a "persistently dangerous" school be provided notice of the designation and an option to transfer to a different school within the district. See BP/AR 5116.1 - Intradistrict Open Enrollment.

- 7. 12. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

- 8. 14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

CSBA NOTE: Government Code 11549.3, as amended by AB 1352 (Ch. 593, Statutes of 2021), authorizes districts, at district expense, to request the Military Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

Pursuant to Education Code 35266, as added by AB 2355 (Ch. 498, Statutes of 2022), districts that experience a cyberattack, as defined, which impacts more than 500 students or personnel, are required to report such cyberattack to the California Cybersecurity Integration Center.

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

CSBA NOTE: Education Code 32282.1 does not require, but encourages, that comprehensive safety plans include the strategies described in ~~item #11~~ item #16 below, to the extent the district uses the listed professionals. CDE's, "The Comprehensive School Safety Plan: Recommended Components," available on its web site, includes athletic coaches in the list of professionals and specifies that community intervention professionals include those who speak languages other than English.

- 9. 16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
 - a. _____ Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. _____ Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. _____ Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

10. 17. Strategies for suicide prevention and intervention

CSBA NOTE: Policies and/or plans for maintaining a safe school environment during a pandemic, as described in Item #18 below, may be included in the district's comprehensive safety plan. Such policies may include BP 0470 – COVID-19 Mitigation Plan, BP 3516.5 – Emergency Schedules, BP 4113.5 – Working Remotely, BP 4119.41 – Employees with Infectious Disease, BP/AR 5141.22 – Infectious Diseases, and BP/AR 6158 – Independent Study.

18. District policy and/or plan related to pandemics

CSBA NOTE: Penal Code 626.8 provides that a person may be guilty of a misdemeanor for infringing with or disrupting a school activity, remaining on campus after having been asked to leave, reentering within seven days of being asked to leave, establishing a continued pattern of unauthorized entry, or willfully or knowingly creating a disruption with the intent to threaten the immediate physical safety of a student in preschool or grades K-8 who is arriving at, attending, or leaving school; see BP/AR 3515.2 - Disruptions.

~~11.~~ 19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

~~12.~~ 20. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

~~f.~~ g. Development of a method for the reporting of violent incidents

~~g.~~ h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

~~13.~~ Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906, require certificated and classified employees of the district, or other school officials such as Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association

with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques. Such training shall include preparation to implement the elements of the safety plan

CSBA NOTE: Pursuant to Education Code 32284, the comprehensive safety plan may, at the discretion of the Board, include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No state funds may be used for this purpose.

14. 22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Definition; persistently dangerous schools
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32261 <u>32260-32262</u>	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35291-35291.5	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication

Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 67381	Violent crime
Gov. Code 54957	Closed session meetings for threats to security
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Federal	Description
20 USC 7111-7122	Student Support and Academic Enrichment Grants
20 USC 7912	Transfers from persistently dangerous schools
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
CSBA Publication	Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
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Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services

Website

California Healthy Kids Survey

Website

U.S. Department of Education

Website

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Policy 0460: Local Control And Accountability Plan**Status: ADOPTED**

Original Adopted Date: 10/01/2017 | Last Revised Date: ~~10/01/2019~~ **12/01/2022** | Last Reviewed Date: **12/01/2022**

CSBA NOTE: Education Code ~~Code~~ **Codes** 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement and family engagement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the local control funding formula (LCFF)); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities and goals. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, ~~and~~ effective governance and leadership, **and environmental literacy**. See the accompanying administrative regulation for further information about the required content of the LCAP.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

CSBA NOTE: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. An electronic version of the template is available on the California Department of Education's (CDE) web site.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals to be achieved for all students and for each numerically significant student subgroup as defined in Education Code 52052. In addition, several state priorities address programs and services for "unduplicated students," as defined in Education Code 42238.01-42238.02.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners,

and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

CSBA NOTE: Pursuant to Education Code 52064.3, as added by AB 181 (Ch. 52, Statutes of 2022), by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by SBE relating to improvements in services for students with disabilities is required to be completed by districts that are identified by CDE as needing an improvement plan pursuant to 34 CFR 300.600-300.647. Such identified districts must comply with the requirements specified in the following paragraph.

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update to the LCAP, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

CSBA NOTE: Pursuant to Education Code 52064.1, districts are required to develop an LCFF budget overview for parents/guardians in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

CSBA NOTE: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations. The district may expand the following paragraph to reflect district practice.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

Public Review and Input

CSBA NOTE: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee and, if district enrollment includes at least 15 percent English learners, an English learner parent advisory committee to review and comment on the LCAP. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15945. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by law.

Education Code 52063, as amended by AB 181, requires the LCAP parent advisory committee to include parents/guardians of currently enrolled students with disabilities.

The Board shall establish a parent advisory committee to ~~review and comment~~provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above: and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

CSBA NOTE: The following paragraph is for districts serving middle and/or high school students. Education Code 52063, as amended by SB 997 (Ch. 922, Statutes of 2022), requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee. Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district’s students, as described below. Districts that do not serve middle or high school students may delete the following paragraphs relating to student advisory members.

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

CSBA NOTE: The following paragraph is required in relation to parent advisory committees, pursuant to Education Code 52062. For consistency, it is recommended that the same treatment be afforded a student advisory committee established to advise the Board and Superintendent.

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (~~Education Code 52062~~)

CSBA NOTE: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

CSBA NOTE: Pursuant to Education Code 305, the LCAP parent/guardian and community engagement process must include solicitation of input on language acquisition programs. See BP/AR 6174 - Education for English Learners for further information regarding the types of language acquisition programs that may be offered.

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

CSBA NOTE: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures

necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

CSBA NOTE: Education Code 52070 requires the district to submit the LCAP to the County Superintendent, who may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. The County Superintendent is required to approve the LCAP on or before October 8 if it is determined that (1) the LCAP adheres to the template adopted by the SBE and follows any SBE instructions or directions for completing the template; (2) the district budget includes expenditures sufficient to implement the specific actions and strategies in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Education Code 52064.1 requires the district to file the LCFF budget overview for parents/guardians with the County Superintendent to be reviewed for adherence with the template adopted by the SPI. If the budget overview is not approved, the County Superintendent will withhold approval of the LCAP and will provide technical assistance pursuant to Education Code 52071.

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

CSBA NOTE: The following optional paragraph may be revised to reflect the district's timeline for reviewing the progress and effectiveness of strategies included in the LCAP. Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

CSBA NOTE: Pursuant to Education Code 52071, when a school or a numerically significant student subgroup is not making sufficient progress toward its LCAP goals, the County Superintendent may be required to provide technical assistance or the Board may request technical assistance. In addition, the Superintendent of Public Instruction may intervene in any school which has been identified as in need of intervention based on criteria specified in Education Code 52072. Pursuant to Education Code 52059.5, CDE has established a unified system of support for districts and schools that meets state requirements as well as federal Title I requirements and ensures consistency between technical assistance provided under both sets of requirements. For more information, see BP 0520 - Intervention for Underperforming Schools.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit

Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal

20 USC 6311

20 USC 6312

20 USC 6826

[34 CFR 300.600-300.647](#)

Description

State plan

Local educational agency plan

Title III funds; local plans

[Education of students with disabilities; monitoring, enforcement, confidentiality, and program information](#)

Management Resources

CA Department of Education Publication

California Department of Education Publication

California Department of Education Publication

California Department of Education Publication

Description

California School Accounting Manual

California Career Technical Education Model Curriculum Standards, 2013

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

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0000	Vision
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0420	School Plans/Site Councils
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0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
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Regulation 0460: Local Control And Accountability Plan**Status:** ADOPTED

Original Adopted Date: 10/01/2017 | **Last Revised Date:** ~~12/01/2019~~ 2022 | **Last Reviewed Date:** 12/01/2022

CSBA NOTE: Education Codes 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about plan development and monitoring.

Goals and Actions Addressing State and Local Priorities

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school or district.

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy.

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

CSBA NOTE: Education Code 52060 provides that family engagement may include, but not be limited to, efforts by the district and schools to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting student success, and empowering families to advocate for equity and access. It may also include partnering with families to inform, influence, and create practices and programs that support student success and collaboration with families and the broader community, expand student learning opportunities, and promote civic participation.

- c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
- d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

CSBA NOTE: In addition to goals aligned with the state priorities described in Item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. Optional Item #2 below may be revised to reflect local priorities.

- 2. Any goals identified for any local priorities established by the Board.

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in ~~items~~Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

CSBA NOTE: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the Superintendent of Public Instruction (SPI), with approval of the State Board of Education (SBE) and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by ~~items~~Items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

CSBA NOTE: The following section is for use by districts that receive LCFF supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students; see BP 3100 - Budget. 5 CCR 15494-15496 specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

CSBA NOTE: Education Code 52065 requires the district to prominently post its LCAP, any annual update or revisions to the LCAP, and LCFF budget overview for parents/guardians on the homepage of its web site. In addition, the County Superintendent of Schools is required to post all district LCAPs, or links to those plans, on the county office of education web site and to transmit all such plans to the SPI, who will then post links to all plans on the California Department of Education web site.

Beginning July 1, 2025, if the district is identified by SBE as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028.

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, including the IDEA Addendum as applicable, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52064.3, 52065)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6

Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal

20 USC 6311
 20 USC 6312
 20 USC 6826

34 USC 300.600

Description

State plan
 Local educational agency plan
 Title III funds; local plans

State monitoring and enforcement

Management Resources

CA Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication

Description

California School Accounting Manual
 California Career Technical Education Model Curriculum Standards, 2013
 LCFF Frequently Asked Questions
 Local Control and Accountability Plan and Annual Update (LCAP) Template
 California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
 California Common Core State Standards: Mathematics, rev. 2013
 California English Language Development Standards, 2012
 California School Dashboard
 Family Engagement Framework: A Tool for California School Districts, 2014

CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention in Underperforming Schools
0520.1	Comprehensive and Targeted School Improvement
1100	Communication With The Public
1113	District And School Web Sites
1113	District And School Web Sites

1113-E(1)	District And School Web Sites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision

4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses

6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E (1)	Education For Homeless Children
6173-E (2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Title VI Indian Education Program
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs

6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Policy 3250: Transportation Fees**Status:** ADOPTED

Original Adopted Date: 12/01/1992 | **Last Revised Date:** 05/12/01/2019/2022 | **Last Reviewed Date:** 05/12/01/2019/2022

CSBA NOTE: The following policy and regulation are for use only by districts that provide transportation services to students and choose to charge a fee for such services as authorized by law. In addition to charging a fee for home-to-school transportation as authorized by Education Code 39807.5, the Governing Board may approve a fee for transportation of students to a regional occupational center or program pursuant to Education Code 39807.5, transportation for adult students pursuant to Education Code 39801.5, transportation of students to and from their place of summer employment in connection with a summer employment program for youth pursuant to Education Code 39837, and/or transportation for participants in a community recreation program pursuant to Education Code 10913 and 39835. See the accompanying administrative regulation.

Whenever the cost of providing student transportation exceeds funding provided by the state, the Governing Board may charge fees for home-to-school student transportation and other transportation services as expressly authorized by law.

The Superintendent or designee shall annually submit proposed transportation fee schedules for Board approval.

CSBA NOTE: Education Code 39807.5 mandates the Board to adopt rules and regulations for identifying parents/guardians who are exempt from these fees based on financial need. The following paragraph provides for the use of applications that parallel those used for the free and reduced-price meal program, and may be revised to reflect district practice. Because Education Code 49557-49558 provide that applications and records related to free and reduced-price meal eligibility are confidential and may only be used for specified purposes, districts are advised to require a separate application for free transportation and take further measures, as described below, to ensure the privacy of program beneficiaries. CSBA NOTE: Pursuant to Education Code 39807.5, as amended by AB 181 (Ch. 52, Statutes of 2022), the transportation fee shall be waived for any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as included in the definition of "unduplicated students" in Education Code 42238.02.

The transportation fee shall be waived for ~~students with demonstrated financial need~~ in accordance with any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. (Education Code 39807.5- ~~Eligibility for free~~)

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. At the discretion of the Board, the transportation based on financial need shall be determined in accordance with the income eligibility scales used for the free and reduced-price lunch program. ~~fee~~ may be waived for other categories of students.

At the recommendation of the Superintendent or designee, the Board may also approve a waiver of a transportation fee for any group of district students.

CSBA NOTE: Pursuant to Education Code 39807.5, eligible students with disabilities must also be exempted from transportation fees. The California Department of Education's (CDE), "Fiscal Management Advisory 1720-01, Pupil Fees, Deposits, and Other Charges," interprets Education Code 39807.5 to exempt from the fee only those students with disabilities whose individualized education program requires that transportation be provided. Any district that charges students with disabilities for transportation based on CDE's interpretation should consult CSBA District and County Office of Education Legal Services or district legal counsel.

In addition, no charge shall be made for any transportation of a student with a disability whose individualized education program includes transportation as a related service necessary to receive a free appropriate public education. (Education Code 39807.5)

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats, or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted, or announced in any manner or used for any purpose other than the transportation program.

The Board shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

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Policy Reference Disclaimer:

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State	Description
5 CCR 350	Fees not permitted
Ed. Code 10900-10914.5	Community recreation programs
Ed. Code 10913	Fees for uses of school buses for community recreation purposes
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 39800-39860	Transportation
Ed. Code 39801.5	Transportation for adults
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39809.5	Excess fees; adjustments

Ed. Code 39837	Transportation to summer employment program
Ed. Code 41850	Transportation to ROC/P, apportionments <u>regional occupational center or program</u>
<u>Ed. Code 42238.02</u>	<u>Local Control Funding Formula</u>
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49557-49558	Applications for free and reduced-price meals
Ed. Code 56026	Individual with exceptional needs
Management Resources	Description
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 1720-01, July 28, 2017 <u>23, 2020</u>
Court Decision	Arcadia Unified School District et. al. v. State Department of Education; <u>(1992)</u> 2 Cal. 4th 251 (1992)
Court Decision	Hartzell v. Connell; <u>(1984)</u> 35 Cal.3d 899 (1984)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
3260	Fees And Charges
3260	Fees And Charges
3540	Transportation
3541	Transportation Routes And Services
3541.2	Transportation For Students With Disabilities
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4119.23	Unauthorized Release Of Confidential/Privileged Information
4219.23	Unauthorized Release Of Confidential/Privileged Information
4319.23	Unauthorized Release Of Confidential/Privileged Information
5125	Student Records
5125	Student Records
6159	Individualized Education Program
6159	Individualized Education Program

6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice

Regulation 3250: Transportation Fees

Status: ADOPTED

Original Adopted Date: 05/01/2019 | Last Reviewed Date: 05/12/01/2019/2022

CSBA NOTE: The following optional administrative regulation should be revised to reflect transportation services provided by the district for which fees will be charged.

Pursuant to 5 CCR 350, students must not be required to pay any fee, deposit, or other charge not specifically authorized by law. Districts should consult [CSBA District and County Office of Education Legal Services or district](#) legal counsel before establishing any transportation fee not listed below.

In *Hartzell v. Connell*, the California Supreme Court ruled that districts may not charge students to participate in extracurricular activities, but did not speak directly to transportation. There is no law which directly permits a district to charge a fee for transportation to and from extracurricular activities. It could be argued that transportation is not an integral part of an extracurricular activity. However, absent any case law, legislation, or regulation authorizing fees for transportation to extracurricular activities or for any other activity not specifically enumerated as permitting fees to be charged, districts desiring to charge such fees should consult with legal counsel.

When approved by the Governing Board, the district may charge transportation fees for students traveling to and from school. (Education Code 39807.5)

With Board approval, the district may also charge transportation fees for:

CSBA NOTE: Pursuant to Education Code 10901, the community recreation programs described in ~~item~~Item #1 below are programs that are sponsored by a nonprofit organization for the benefit of disadvantaged school-age children or students with disabilities in a county with a population of 45,000 or less according to the most recent federal census.

1. Participants in a community recreation program offered pursuant to Education Code 10900-10914.5 (Education Code 10913, 39835)

CSBA NOTE: Items #2-4 are for use by districts that maintain high schools.

2. Students traveling between the regular full-time schools ~~they would attend~~of attendance and ~~the~~ regular full-time occupational classes provided by a regional occupational center or program (~~ROC/P~~) (Education Code 39807.5)
3. Matriculated or enrolled adults traveling to and from school, or adults pursuing other educational purposes (Education Code 39801.5)
4. Students traveling to and from ~~their places~~a place of employment during ~~the~~ summer in connection with a summer employment program for youth (Education Code 39837)

CSBA NOTE: Although Education Code 39807.5 requires any fee for home-to-school transportation or transportation to and from a regional occupational center or program to be no greater than the statewide average nonsubsidized cost of providing this transportation to a student on a publicly owned or operated transit system, as determined by the Superintendent of Public Instruction, this statewide average cost is no longer being calculated. Instead, districts must ensure that transportation fees, when combined with funding received from the state, do not exceed actual operating costs. Similarly, for the services described in ~~items~~Items #1 and 3-4 above, the district is authorized pursuant to Education Code 10913, 39801.5, and 39837 to establish a reasonable fee covering all or parts of the costs of the services.

The total amount received by the district from the state and parent/guardian fees shall not exceed the actual operating cost of home-to-school transportation during the fiscal year. If excess fees are collected due to errors in estimated costs, fees shall be reduced in succeeding years. (Education Code 10913, 39801.5, 39809.5, 39837)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

Bus passes and tickets shall be sold at , electronically, if available, and at all district schools and at the district office. No money shall be collected on school buses.

Exemption from Fees

CSBA NOTE: The following section may be revised to reflect district practice:

Pursuant to Education Code 39807.5, the Governing Board is mandated to adopt criteria for parents/guardians to be exempted from transportation fees based on financial need; see the accompanying Board policy.

Upon enrollment and at the beginning of each school year, parents/guardians shall receive information about income eligibility standards and application procedures for a waiver of the transportation fee. All applications and related records shall be confidential and used only for the purpose of determining a student's eligibility for a fee waiver.

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats, or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted, or announced in any manner or used for any purpose other than the transportation program.

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State	Description
5 CCR 350	Fees not permitted
Ed. Code 10900-10914.5	Community recreation programs

Ed. Code 10913	Fees for uses of school buses for community recreation purposes
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 39800-39860	Transportation
Ed. Code 39801.5	Transportation for adults
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39809.5	Excess fees; adjustments
Ed. Code 39837	Transportation to summer employment program
Ed. Code 41850	Transportation to ROC/P, apportionments regional occupational center or program
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49557-49558	Applications for free and reduced-price meals
Ed. Code 56026	Individual with exceptional needs
Management Resources	Description
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 17 20 -01, July 28, 2017 23, 2020
Court Decision	Arcadia Unified School District et. al. v. State Department of Education; (1992) (1992) 2 Cal. 4th 251 (1992)
Court Decision	Hartzell v. Connell; (1984) (1984) 35 Cal.3d 899 (1984)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
3260	Fees And Charges
3260	Fees And Charges
3540	Transportation
3541	Transportation Routes And Services
3541.2	Transportation For Students With Disabilities
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals

4119.23	Unauthorized Release Of Confidential/Privileged Information
4219.23	Unauthorized Release Of Confidential/Privileged Information
4319.23	Unauthorized Release Of Confidential/Privileged Information
5125	Student Records
5125	Student Records
6159	Individualized Education Program
6159	Individualized Education Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice

**CSBA Sample District Policy Manual
CSBA Sample Manual Site**

Regulation 3260: Fees And Charges

Status: ADOPTED

Original Adopted Date: 03/01/2019 | **Last Reviewed Date:** 03/12/01/2019 2022

CSBA NOTE: Pursuant to 5 CCR 350, districts may charge fees only when specifically authorized by law. The following list specifies fees currently authorized by law and should be revised to reflect the types of fees that have been approved by the Governing Board; see the accompanying Board policy. Other permissible fees may exist and be identified in the future. For further information about fees and charges, see the California Department of Education's (CDE) [1720-01](#), "Fiscal Management Advisory 1720-01, Pupil Fees, Deposits and Other Charges."

Pursuant to Education Code 49011, a district is prohibited from requiring a student to pay fees or charges in order to participate in an educational activity. A complaint alleging the unauthorized charging of student fees should be filed in accordance with the uniform complaint procedures; see the accompanying Board policy and BP/AR 1312.3 - Uniform Complaint Procedures. Districts with questions as to whether a particular fee may be charged should consult with [CSBA District and County Office of Education Legal Services](#) or [district](#) legal counsel.

When approved by the Governing Board, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)
2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

CSBA NOTE: In its [1720-01](#), "Fiscal Management Advisory 1720-01," CDE interprets Education Code 35330 as permitting the district, at its discretion, to charge fees for any field trip, provided that no student is prevented from participating in a field trip due to a lack of funds.

3. Expenses of students' participation in a field trip or excursion within the state or to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)
4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)
5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

CSBA NOTE: Education Code 17551 permits the district to sell to a student any property of the district which has been fabricated by the student, as provided in ~~item~~ Item #6 below. ~~CDE~~ CDE's, "Fiscal Management Advisory 1720-01," clarifies that this cost applies to materials students will take home for their own possession and use, such as wood shop, art, or sewing projects.

6. Reimbursement to the district for the direct cost of materials used by students to fabricate property they will take home for their own possession and use, such as wood shop, art, or sewing projects kept by students (Education Code 17551)

CSBA NOTE: Education Code 39807.5, as amended by AB 181 (Ch. 52, Statutes of 2022), prohibits charging a fee for transportation to the parent/guardian of an unduplicated student as defined in Education Code 42238.02, which includes a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth.

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student, ~~the district provides a waiver based on financial need,~~ and an exemption is made for any student with a disability ~~whose individualized education program includes transportation as a related service necessary to receive a,~~ or any student who is eligible for free appropriate public education or reduced-price meals, any student who is an English learner, or any student who is a foster youth. (Education Code 39807.5)
8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)
9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)
- ~~10. Sale or lease of personal computers or of Internet appliances that allow a person to connect to or access the district's educational network, provided that the items are sold or leased to parents/guardians at no more than cost and the district provides network access for families who cannot afford it (Education Code 17453.1)~~
- ~~11.~~ 10. An adult education or secondary school community service class in civic, vocational, literacy, health, ~~homemaking,~~ family and consumer sciences, technical, and general education, not to exceed the cost of maintaining the class (Education Code 51810-51815)

CSBA NOTE: In its, "Fiscal Management Advisory 20-01," CDE interprets Education Code 32030-32033 as permitting the district to charge fees for safety glasses that a student keeps, if the school provides them free of charge for use in specified courses or activities involving the use of hazardous substances likely to cause injury to the eyes.

- ~~12.~~ 11. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)
- ~~13.~~ 12. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would

effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

~~14.13.~~ Actual cost of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

CSBA NOTE: Pursuant to the California Universal Meals Program established by Education Code 49501.5, as added by AB 130 (Ch. 44, Statutes of 2021), a district is required to provide a free, nutritionally adequate breakfast and lunch each school day, to any student who requests a meal, without consideration of the student's eligibility for a federally funded free or reduced-price meal. For more information regarding the California Universal Meals Program see BP/AR 3550 – Food Service/Child Nutrition Program, BP/AR 3551 – Food Service Operations/Cafeteria Fund, and BP/AR 3553 – Free and Reduced Price Meals.

~~15.14.~~ Food sold at school, subject to the California Universal Meals Program, free and reduced-price meal program eligibility, and other restrictions specified in law (Education Code 38084) , 49501.5)

CSBA NOTE: According to CDE's, "Fiscal Management Advisory 20-01," a blanket policy that charges fees for any damage caused to district property would be inconsistent with Education Code 19911 and 48904. Therefore, a district should analyze, on a case-by-case basis, whether property has been willfully damaged.

~~16.15.~~ In accordance with law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that the student fails to return (Education Code 19910-19911, 48904)

~~17.16.~~ Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

~~18.17.~~ Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, classes for which high school credit is granted when taken by a person who does not hold a high school diploma, or classes in English and citizenship (Education Code 39801.5, 52612, 60410)

~~19.18.~~ Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is exempted from fees by law (Education Code ~~8239, 8250, 8263~~ 8211, 8213, 8252-8254)

CBSA NOTE: Districts are prohibited from charging a fee for summer school programs. However, it is permissible for third parties that offer a summer school program to charge a fee for such program. CDE's, "Fiscal Management Advisory 22-01, Summer School, Third Parties, and Tuition Fees," provides that if a third party that is affiliated with a district charges tuition for a summer program, the district should make an individualized inquiry as to the relationship between the district and the third party to determine whether the educational activities are being offered by the district. In making this determination, districts may consider factors listed in Fiscal Management Advisory 22-01. Districts with questions as to whether a fee may be charged for summer school should consult CSBA District and County Office of Education Legal Services or district legal counsel.

~~20.19.~~ 19. Participation in a before-school ~~or~~, after-school, or intersession program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), ~~or~~ 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, or Expanded Learning Opportunity (ELO) program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6, 46120)

CSBA NOTE: In its, "Fiscal Management Advisory 1720-01," CDE lists Advanced Placement and International Baccalaureate examination fees as permissible. Some districts choose to reduce the cost of the fees for low-income students through the use of district funds or other funding sources; see BP 6141.4 - International Baccalaureate Program and BP 6141.5 - Advanced Placement.

~~21.20.~~ 20. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

CSBA NOTE: In its, "Fiscal Management Advisory 1720-01," CDE advises that a district that requires its students to wear a cap and gown as a condition for their participation in the high school graduation ceremony may not require such students to purchase the cap and gown. CDE recommends that such districts provide the graduates with a cap and gown for their use at the graduation ceremony and inform them that those interested may purchase a cap and gown from a vendor.

Collection of Debt

CSBA NOTE: Education Code 49014 (the Public School Fair Debt Collection Act), ~~as added by AB 1974 (Ch. 577, Statutes of 2018),~~ establishes requirements for districts to follow when seeking to recover a debt owed by students and/or parents/guardians, including a requirement to provide the parent/guardian with an itemized invoice that references the district's policies relating to debt collection and the rights established pursuant to Education Code 49014 and 49557.5 (unpaid meal fees). It is recommended that districts include references to this administrative regulation and the accompanying Board policy, as well as BP/AR 3551 - Food Service Operations/Cafeteria Fund. For additional rights established by Education Code 49014, including prohibitions against directly billing a student or former student or imposing any negative action on a student, see the accompanying Board policy. Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the Superintendent or designee shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student. The invoice shall reference district policies related to debt collection and the rights established pursuant to Education Code 49014 and 49557.5. For each payment received, the district shall provide a receipt to the parent/guardian. (Education Code 49014)

The Superintendent or designee shall not sell debt owed by a parent/guardian of a student or former student. (Education Code 49014)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 350	Fees not permitted
5 CCR 4600-4687	Uniform complaint procedures
CA Constitution Article 9, Section 5	Common school system
Ed. Code 17453.1	District sale or lease of Internet appliances or personal computers to parents of students
Ed. Code 17551	Property fabricated by students
Ed. Code 19910-19911	Offenses against libraries
Ed. Code 32033	Eye protective devices
Ed. Code 32221	Insurance for athletic team member
Ed. Code 32390	Voluntary program for fingerprinting students
Ed. Code 35330-35332	Field trips
Ed. Code 35335	School camp programs
Ed. Code 38080-38086.1	Cafeteria establishment and use
Ed. Code 38120	Use of school band equipment on excursions to foreign countries
Ed. Code 39801.5	Transportation for adults
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39837	Transportation to summer employment program
<u>Ed. Code 42238.02</u>	<u>Local Control Funding Formula</u>
<u>Ed. Code 46120</u>	<u>Expanded learning opportunities</u>
Ed. Code 48050	Residents of adjoining states
Ed. Code 48052	Tuition for foreign residents
Ed. Code 48904	Liability of parent or guardian; withholding of grades, diplomas, transcripts
Ed. Code 49010-49013	Student fees
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49065	Reasonable charge for transcripts
Ed. Code 49066	Grades; effect of physical education class apparel
Ed. Code 49091.14	Parental review of curriculum

Ed. Code 49501.5	California Universal Meals Program
Ed. Code 49557.5	Child Hunger Prevention and Fair Treatment Act of 2017
Ed. Code 51810-51815	Community service classes
Ed. Code 52612	Tuition for adult classes
Ed. Code 52613	Nonimmigrant foreign nationals
Ed. Code 56504	School records; students with disabilities
Ed. Code 60410	Books for adult classes
Ed. Code 8239 8211	Preschool and wraparound child care services Priority for full-day early childhood education programs
Ed. Code 8250 8213	Child care and development services for children with disabilities Income eligible; definition
Ed. Code 8263 8252-8254	Eligibility and priorities for subsidized child development services Early childhood education family fees
Ed. Code 8422 8420-8428	21st Century High School After School Safety and Enrichment for Teens programs
Ed. Code 8760-8774	Outdoor science, conservation, and forestry programs
Gov. Code 6253	Request for copy; fee
Federal	Description
8 USC 1184	Foreign students
Management Resources	Description
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 17 20 -01, July 28, 2017 23, 2020
California Department of Education Publication	Summer School, Third Parties, and Tuition Fees, Fiscal Management Advisory 2222-01, September 1, 2022
Court Decision	CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738
Court Decision	Driving School Assn of CA v. San Mateo Union HSD (1992) 11 Cal. App. 4th 1513
Court Decision	Hartzell v. Connell (1984) 35 Cal. 3d 899
Court Decision	Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Court Decision	Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education

Website

CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0440	District Technology Plan
0440	District Technology Plan
1230	School-Connected Organizations
1230	School-Connected Organizations
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1321	Solicitation Of Funds From And By Students
1321	Solicitation Of Funds From And By Students
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3290	Gifts, Grants And Bequests
3452	Student Activity Funds
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3552	Summer Meal Program

3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5125	Student Records
5125	Student Records
5142	Safety
5142	Safety
5142.1	Identification And Reporting Of Missing Children
5143	Insurance
5143	Insurance
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs

5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6177	Summer Learning Programs
6178.2	Regional Occupational Center/Program
6200	Adult Education
6200	Adult Education
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

9323.2-E(2)

Actions By The Board

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Policy 3460: Financial Reports And Accountability**Status:** ADOPTED

Original Adopted Date: 11/01/2004 | **Last Revised Date:** 04/12/01/2013/2022 | **Last Reviewed Date:** 04/12/01/2013/2022

CSBA NOTE: The following policy is optional and should be revised to reflect district practice.

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

CSBA NOTE: The following optional paragraph sets the Governing Board's expectation that the district's financial reports will adhere to generally accepted financial and accounting standards. The Governmental Accounting Standards Board (GASB) is a nonprofit agency that establishes financial and accounting standards for state and local government agencies, including school districts. By using the California Department of Education's (CDE) standardized account code structure (SACS) software to develop financial reports, the district will be assured of complying with generally accepted accounting principles prescribed by GASB and meeting other state and federal reporting guidelines.

The Superintendent or designee shall ensure that all district financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). He/she The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report must be approved by the Board prior to its submission to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report and meet any applicable submission deadline.

The Board shall regularly communicate the district's financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the district's financial stability without breaking any applicable submission deadline.

CSBA NOTE: The Fiscal Crisis and Management Assistance Team (FCMAT), which advises) is an independent entity created to help districts on avert fiscal insolvency and to provide districts with fiscal management and works with insolvent districts, has assistance. In August 2019, FCMAT revised the 15 identified ~~15~~ predictors of fiscal distress common in districts needing state intervention. These conditions include a governance crisis; absence According to FCMAT's "Indicators of communication to educational community; lack Risk or Potential Insolvency," the indicators of interagency cooperation; failure to recognize year-to-year trends (e.g., declining enrollment or deficit spending); flawed projections for average daily attendance; failure to maintain reserves; insufficient consideration of long-term bargaining agreement effects; flawed multi-year projections; inaccurate revenue and expenditure estimations; poor cash flow analysis and reconciliation; bargaining agreements beyond state cost-of-living adjustment; no integration of employee position control with payroll; risk or potential insolvency

include, but are not limited access to, conditions related to timely personnel, payroll, and unreliable budget control data and reports; escalating general fund encroachment; and lack of regular development, insufficient budget monitoring of categorical programs. See FCMAT's Fiscal Oversight Guide for further information.

When the County Superintendent of Schools reviews or updates, inadequate cash management, mismanaged collective bargaining agreements, increasing and/or unplanned contributions and transfers, continuing deficit spending, mismanaged employee benefits, and inattention to enrollment and attendance reporting.

In reviewing the district's budget (see AR 3100 - Budget), he/she the County Superintendent of Schools is required by Education Code 42127 and 42127.6 to consider whether more than three of these predictors are present. If so any studies, reports, evaluations, or audits of the district that contain evidence of fiscal distress based on the standards and criteria specified in Education Code 33127 or a finding that the district is in moderate or high risk of intervention based on the most common FCMAT indicators of a district needing intervention. In the event of any such evidence or finding, or if the district is showing fiscal distress under state criteria and standards for budgets or interim reports, as specified in 5 CCR 15440-15451 and 15453-15464, the County Superintendent must is required to investigate whether the district may be unable to meet its financial obligations for the current year's or two subsequent fiscal years years' financial obligations.

The Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall act quickly take action to identify and resolve these conditions: without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to advise provide the district on with needed advice or fiscal matters management or training.

CSBA NOTE: When a district is fiscally insolvent and is considering applying to the state for an emergency apportionment that exceeds 200 percent of the recommended reserve for that district, Education Code 41326 requires the Board to first discuss the need for that apportionment at a regular or special meeting. At that meeting, the Board must receive testimony from parents/guardians, exclusive representatives of employees, and other community members. If the Any district that receives such an apportionment, it is subject to the conditions set forth in Education Code 41326, including assumption of all the Board's legal rights, duties, and powers by a state-appointed administrator.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education

Code 42132; Government Code 7910)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

CSBA NOTE: Education Code 42130 requires that the district issue two interim fiscal reports, as described below, based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are delineated in 5 CCR 15453-15464. See the accompanying administrative regulation for further information about the contents of the interim reports.

~~The~~ Each fiscal year, the Superintendent or designee shall submit two interim fiscal reports to the Board; ~~the~~ The first report ~~covering~~ shall cover the district's financial and budgetary status for the period ending October 31 and the second report ~~covering~~ shall cover the period ending January 31. ~~The~~ These reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and ~~certify~~, on the basis of the interim report and any additional financial information known by the Board, shall certify in writing whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

CSBA NOTE: Education Code 42130 and 42131 require that the interim report and certification be submitted to the County Superintendent in a format or on forms prescribed by the Superintendent of Public Instruction (SPI). ~~The~~ CDE requires that these be reported using the SACS software. Pursuant to Education Code 42131, upon receiving the certification, the County Superintendent is required to send any qualified or negative certification, along with the interim report, to the State Controller and the SPI.

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

CSBA NOTE: Education Code 42131 gives the County Superintendent 75 days after the close of the reporting period to ~~change~~ downgrade the district's positive certification to qualified or negative or, ~~as amended by AB 2662 (Ch. 589, Statutes of 2012), to change the district's a~~ qualified certification to negative. Districts may appeal the County Superintendent's determination to the SPI, who will then determine the certification to be given to the district.

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

CSBA NOTE: Whenever the district receives a qualified or negative certification, Education Code 42131 requires the County Superintendent, within 75 days after the close of the reporting period, to submit his/her comments on the certification to the State Controller and the SPI and report any remedial action proposed or taken under the authority granted to the County Superintendent by Education Code 42127.6. Pursuant to Education Code 42127.6, the County Superintendent is required to take one or more of the following actions: (1) assign a fiscal expert to advise the district on its~~the~~ financial problems; (2) conduct a study of the ~~district's~~ financial and budgetary conditions of the ~~district~~ including, but not limited to, a review of internal controls; (3) direct the district to submit a financial projection of all fund and cash balances as of June 30 of the current year and subsequent fiscal years; (4) require the district to encumber all contracts and other obligations, prepare appropriate cash flow analyses and monthly or quarterly budget revisions, and appropriately record all receivables and payables; (5) direct the district to submit a proposal for addressing the fiscal conditions that caused the negative or qualified certification; (6) withhold the Board stipend and Superintendent compensation if requested financial information is not provided; and/or (7) assign FCMAT to review and provide recommendations to improve the district's teacher hiring process, teacher retention rate, extent of teacher misassignment, and provision of highly qualified teachers. Education Code 42131 also authorizes the State Controller to conduct an audit or review of the financial condition of any district having a negative or qualified certification.

Pursuant to Education Code 42652, a district that receives a qualified or negative certification also may lose the County Superintendent's or SPI's approval to draw warrants on the county treasury. Furthermore, pursuant to Education Code 42133, a district that receives a qualified or negative certification must have the County Superintendent's approval before issuing any certificates of participation, tax anticipation notes, revenue bonds, or other non-voter-approved debt (see ~~the~~ section entitled "Non-Voter-Approved Debt Report" in the accompanying administrative regulation).

Whenever a district with a qualified or negative certification is negotiating a collective bargaining agreement, it must allow the County Superintendent 10 working days to review and comment on the proposed collective bargaining agreement pursuant to Government Code 3540.2; see BP 4143/4243 - Negotiations/Consultation.

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent ~~under the authority granted to him/her pursuant to~~ . (Education Code 42131.)

CSBA NOTE: Whenever the district's second interim report is accompanied by a qualified or negative certification, the district must submit another financial statement by June 1 as described below; this report is sometimes referred to as the "third interim report."

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

CSBA NOTE: Education Code 42637 authorizes the County Superintendent, upon concluding at any time during the fiscal year if ~~he/she concludes~~, that the district's budget does not comply with criteria and standards adopted by the SBE, to conduct a comprehensive review of the ~~district's~~ financial and budgetary conditions of the ~~district~~ and to report his/her~~the~~ findings to the Board at a public meeting. According to FCMAT's Fiscal Oversight Guide, ~~this provision of the law requires~~ the County Superintendent ~~to~~must exercise this authority when the district receives a negative certification and ~~authorizes him/her~~is authorized to do so when the district receives a qualified certification. After

receiving such a the report, the Board ~~must~~ is required to respond to the recommendations within 15 days.

At ~~if~~ at any time during the fiscal year ~~when~~, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the ~~district's~~ district's financial and budgetary conditions after he/she has determined that the district's budget does not comply with state criteria and standards for fiscal stability, the Board shall review any report of the County Superintendent's Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of ~~its~~ the Board's proposed actions on the recommendation. (Education Code 42637)

Audit Report

CSBA NOTE: Pursuant to Education Code 41020, the Board must, no later than May 1 of each year, arrange for an audit of all the district's funds. However, if the Board has not provided for an audit by April 1, the County Superintendent must do so at the district's cost. Thus, the paragraph below reflects the April 1 deadline.

Pursuant to Education Code 41020, any district contract for auditing services must be approved by the County Superintendent if the district has a disapproved budget, has received a negative certification on any budget or interim ~~fiscal~~ report during the current fiscal year or either of the two preceding fiscal years, or has otherwise been determined by the County Superintendent to have a lack of going concern; ~~any contract the district enters into for auditing services must be approved by the County Superintendent.~~

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

CSBA NOTE: Education Code 41020 requires the Board to select an auditor from a directory of certified public accountants and public accountants deemed by the State Controller as qualified to conduct audits of local education agencies. The State Controller is required to publish this directory by December 31 of each year.

In addition, Education Code 41020.5 prohibits the Board from employing any accountant identified by the State Controller as ineligible based on failure of past audits to comply with provisions of the K-12 annual audit guide. The State Controller will annually notify districts of ineligible accountants by March 1.

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

CSBA NOTE: Education Code 41020 requires that districts rotate auditors as specified below. However, the district may request that the Education Audit Appeals Panel waive this requirement if no otherwise eligible auditor is available to perform the audit.

The Board shall not select any Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm to provide audit services if the whose lead or coordinating audit partner having primary responsibility for the audit, or the whose audit partner

responsible for reviewing the audit; has performed audit services for the district in each of the six previous fiscal years shall not be selected to perform a district audit. (Education Code 41020)

CSBA NOTE: Education Code 41020.3 requires the Board to review the audit report at an open meeting by January 31 of each year. However, Education Code 41020 requires that the audit report be filed with the County Superintendent, CDE, and State Controller no later than December 15. Thus, it is recommended that the Board conduct its review of the audit prior to December 15 whenever possible.

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Audit Committee

CSBA NOTE: The following optional section may be revised to reflect district practice. Although it is the responsibility of district staff to prepare financial statements and the responsibility of the independent auditor to assure that the information in the statements is reliable and fairly presented, establishment of an audit committee provides an additional mechanism to ensure fiscal responsibility, as well as providing an opportunity for community participation. Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees and BB 9130 - Board Committees.

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The committee shall serve in an advisory capacity and may:

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit
3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses
4. Participate with the independent auditor in presenting the audit report to the Board
5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting
6. Provide input on the effectiveness of the independent auditor
7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems

Policy Reference UPDATE Service

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CSBA Sample District Policy Manual
CSBA Sample Manual Site

Regulation 3460: Financial Reports And Accountability**Status: ADOPTED**

Original Adopted Date: 04/01/2014 | Last Revised Date: ~~10/12/01/2018~~ 2022 | Last Reviewed Date:
~~10/12/01/2018~~ 2022

Interim Reports

CSBA NOTE: Education Code 42130 requires that the district issue two interim-fiscal reports; see the accompanying Board policy for information about the use of these reports to certify whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years.

Each interim-fiscal report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. (Education Code 42130, 42131)

CSBA NOTE: Interim reports must be based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are specified in 5 CCR 15453-15464 and address the areas listed below.

The ~~interim-fiscal~~ **Interim** reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted district budget, and the second interim report shall be compared to the projections in the first interim report. (Education Code 42130; 5 CCR 15453-15464)

The ~~An interim~~ **interim** report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

Audit Report

CSBA NOTE: Pursuant to Education Code 41020, each year the district is required to arrange for an independent audit of all the district's funds. The audit must be approved by the Governing Board and submitted to the County Superintendent of Schools, California Department of Education (CDE), and State Controller within specified timelines. See the accompanying Board policy.

The Superintendent or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

CSBA NOTE: The following paragraph is optional. Governmental Accounting Standards Board (GASB) Statement 34 contains requirements for the contents of the district's annual audited financial reports.

The Superintendent or designee shall provide the necessary financial records and cooperate with the independent auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

CSBA NOTE: Pursuant to Education Code 41020, the audit must include an audit of income and expenditures for all district funds, as provided below. Additionally, Education Code 41020 requires that the audit include a determination of whether funds were expended in accordance with the district's local control and accountability plan (LCAP). Pursuant to Education Code 52061, the annual update to the LCAP must list expenditures for specific actions to be taken to achieve the goals in the LCAP, including expenditures for services to English learners, foster youth, and students eligible for free and reduced-price meals. See BP/AR 0460 - Local Control and Accountability Plan for requirements pertaining to the LCAP.

The district audit shall include an audit of all income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts, state and federal grant funds, and any other funds under the district's control or jurisdiction of the district, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan. (Education Code 41020)

CSBA NOTE: The following optional paragraph is for use by districts that elect to participate in the school district of choice program (Education Code 48300-48316); see BP/AR 5117 - Interdistrict Attendance. Pursuant to Education Code 48301, any district that elects to participate in the school district of choice program must ensure that its annual financial audit includes a review of the district's compliance with program requirements to establish a random, unbiased process for student admittance and to provide appropriate and factually accurate parent/guardian communications.

If the district participates in the school district of choice program to accept interdistrict transfers, the Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)

CSBA NOTE: Pursuant to Education Code 41344 and 41344.1, the district may appeal to the Education Audit Appeals Panel (EAAP) when an audit finding requires the district to repay an apportionment or pay a penalty. If the EAAP finds that there has been substantial compliance with the law, it may waive or reduce repayments or order other remedial measures to induce future compliance.

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

Report on Expenditures of State Facilities Funds

CSBA NOTE: Pursuant to Education Code 41024, as added by AB 99 (Ch. 15, Statutes of 2017) and amended by AB 1808 (Ch. 32, Statutes of 2018), districts that receive state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30) must annually report a detailed list of all expenditures of state funds, including interest, and of the district's matching funds for

completed projects. Education Code 41024 requires that an audit of completed facilities projects be submitted within one year of project completion.

Education Code 41024 requires CDE to provide the Office of Public School Construction with a copy of the audit identifying any adjustments to be made in grant funding as a result of the audit findings. the auditor to file the audit of state facilities funds with the State Controller within 60 days of completion of the audit. The State Controller, within 60 days of the receipt of the certified audit and after determining that the audit conforms with reporting standards in the audit guide, is then required to provide a copy of the audit to CDE and the Office of Public School Construction (OPSC), and to notify OPSC of any audit findings required pursuant to Education Code 41024 and of any amounts or adjustments identified on the basis of district's failure to expend the funds in accordance with the School Facilities Act or any accompanying grant agreement signed by district. The district may appeal any finding in accordance with the timelines and process specified in Education Code 41344. However, certain adjustments specified in Education Code 41024 (b)(1)(C)-(G) are not appealable to the Education Audit Appeals Panel.

When the district participates in the school facilities program pursuant to Education Code 17070.10-17079.30, the Superintendent or designee shall annually report a detailed list of all expenditures of state facilities funds, including interest, and of the district's matching funds for completed projects until all such funds are expended. The report shall identify expenditures on a project-by-project basis, reflect completed projects that were reimbursed within that fiscal year, and clearly indicate the list of projects that have been completed. (Education Code 41024; 2 CCR 1859.104)

Audits of facilities projects shall be concluded within one year of project completion; and shall be included as part of the district's audit for the fiscal year in which the project is reported as completed. A project shall be deemed completed when any of the following conditions is met: (Education Code 41024; 2 CCR 1859.104)

1. When the notice of completion for the project has been filed, all outstanding invoices, claims, and change orders have been satisfied, and the facility is currently in use by the district
2. Three years from the date of the final fund release for an elementary school project
3. Four years from the date of the final fund release for a middle or high school project

Fund Balance

CSBA NOTE: The following optional section reflects GASB Statement 54, which addresses the manner in which fund balances in the general fund must be reported in external financial reports. Pursuant to GASB 54, the Board has sole authority to specify purposes of committed funds (~~item~~Item #3 below) and also must express, or delegate the authority to express, intended purposes of resources resulting in the assigned fund balance (~~item~~Item #4 below); see BP 3100 - Budget.

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact

2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the Board
4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose

Negative Balance Report

CSBA NOTE: When applicable, Education Code 42127.5 requires districts to report the reasons for a negative unrestricted fund balance or negative cash balance. "Unrestricted funds" are any funds that are not constrained by law to be spent on specific purposes and which therefore may be spent as the Board deems appropriate. Such funds may be reported in the committed fund balance, assigned fund balance, or unassigned fund balance as provided in ~~items~~Items #3-5 in the section "'Fund Balance'" above.

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Lease Accounting

CSBA NOTE: To increase the usefulness of government financial statements, the Governmental Accounting Standards Board has issued GASB Statement 87, which defines a lease as a "contract that conveys control of the right to use another entity's nonfinancial asset as specified in the contract for a period of time in an exchange or exchange-like transaction," and changes the rules related to the recognition, measurement, and related disclosures of leases involving governmental entities. Examples of "nonfinancial assets" include buildings, land, vehicles, and equipment. GASB 87 provisions became effective for the reporting periods beginning after June 15, 2021.

Any lease agreement involving the district, whether as lessor or lessee, shall be classified as a short-term lease, a contract that transfers ownership, or a lease other than short-term lease and contract that transfers ownership. District financial statement disclosures and schedules related to any lease shall comply with the standards specified in GASB 87.

Non-Voter-Approved Debt Report

CSBA NOTE: The following section addresses notices regarding the issuance of revenue bonds, certificates of participation, and other non-voter-approved debts. Pursuant to Education Code 17150 and 17150.1, the County Superintendent and county auditor may, within 15 days of receiving these notices from the district, comment publicly to the Board regarding the capability of the district to repay the debt obligation.

Pursuant to Education Code 42133, a district that has a qualified or negative certification in any fiscal year cannot issue non-voter-approved debt in that fiscal year or in the next fiscal year unless the County Superintendent determines that the ~~district's~~district's repayment of the debt is probable.

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent of Schools and the county auditor. The Superintendent

or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the ~~district's~~district's ability to repay the obligation. (Education Code 17150)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the ~~Board's~~Board's approval to proceed with issuance. -The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the ~~district's~~district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report

CSBA NOTE: The following section reflects GASB Statement 75, which contains reporting requirements pertaining to "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). Under GASB 75, districts that do not provide OPEB through a trust are required to report the total unfunded liability (i.e., OPEBs that are not prefunded), as calculated in the most recent actuary report, in the ~~district's~~district's financial statements. The decision of whether to prefund the benefits, and by how much, is at the ~~Board's~~Board's discretion; see BP 3100 -- Budget.

The ~~SBE's~~SBE's criteria and standards for budget adoption (5 CCR 15440-15451) require districts to estimate unfunded OPEBs as well as the unfunded portion of any self-insured benefits program. Changes to the unfunded liabilities are disclosed at interim reporting periods pursuant to 5 CCR 15453 and 15464. These reports are included in the ~~state's~~state's standardized account code structure software used to develop budget and interim reports.

CSBA's CSBA's OPEB Solutions Program provides access to qualified actuaries and consultants and a GASB 75-compliant trust to prefund future obligations. See ~~CSBA's~~CSBA's web site for further information.

The following optional section may be revised to reflect district practice and should be deleted by districts that do not provide OPEBs.

In accordance with GASB Statement 75, the ~~district's~~district's financial statements shall report the expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over ~~retirees'~~retirees' active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a ~~public~~public open meeting of the Board. (Education Code 42140)

CSBA NOTE: Pursuant to GASB 75, the district must arrange for an actuary to update the valuation of its OPEB obligations every two years. However, GASB 75 includes an option for the use of a specified alternative method in lieu of an actuarial valuation for purposes of determining the total OPEB liability for benefits provided through an OPEB plan with fewer than 100 members. Such districts may modify the following paragraph to reflect district practice.

The district's financial obligation for OPEBs shall be reevaluated every two years in accordance with GASB 75.

Workers' ~~Workers'~~ Compensation Claims Report

CSBA NOTE: The following optional section is for use by districts that are self-insured for ~~workers'~~workers' compensation claims, either individually or as part of a joint powers agency. See BP 3100 ~~--~~ Budget for provisions related to funding the estimated accrued cost of ~~workers'~~workers' compensation claims.

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of ~~workers'~~workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

Policy Reference UPDATE Service

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Policy 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 03/01/2007 | Last Revised Date: ~~12/01/2019~~ 2022

CSBA NOTE: The following optional policy should be modified to reflect district practice.

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting Threats

CSBA NOTE: Education Code 49393, as added by SB 906 (Ch. 144, Statutes of 2022), requires the reporting of potential homicidal acts related to school or a school activity, as described below.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

CSBA NOTE: The following optional section is for use by districts that have authorized the use of surveillance systems. Generally, the use of cameras (i.e., a "search" within the meaning of the Fourth Amendment) must be reasonable and the cameras must not be used in areas where there is a "reasonable expectation of privacy" (*New Jersey v. T.L.O.*). To protect reasonable expectations of privacy, cameras should not be located in areas such as bathrooms, locker rooms, or private offices. In addition, Education Code 51512 prohibits the use of a recording device in a classroom without the prior consent of the teacher and principal. Examples of locations where cameras may generally be used include hallways, stairwells, parking lots, and cafeterias. For language about the use of cameras on school buses, see AR 5131.1 - Bus Conduct.

Penal Code 632 prohibits the recording of conversations unless the parties to the conversation may reasonably expect that the communication may be overheard or recorded. Thus, if the district's equipment has audio capability, it should be disabled so that sounds are not recorded.

In consultation with the district's [school site council](#), safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

CSBA NOTE: According to the National Institute of Justice publication [“The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies;”](#) signage is an important component of a successful surveillance system and can serve as a deterrent. The Institute recommends that the signs state that the system may or may not be actively monitored. Such language is intended to deter potential perpetrators while also not building an expectation among potential victims that a person is watching events live and will be able to provide immediate assistance.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

CSBA NOTE: Pursuant to 20 USC 1232(g) (Family Educational Rights and Privacy Act), 34 CFR 99.3, and Education Code 49061, any recording or image that is directly related to a student and is maintained by the district or a person acting for the district is considered a "student record" and thus is subject to those laws regarding access, disclosure, and retention. See BP/AR 5125 - Student Records. Also see the [“U.S. Department of Education's FAQs on Photos and Videos under FERPA;”](#) located on its web site.

In addition, a recording or image of a staff member that may be used in a personnel action is subject to the laws regarding personnel records, including an employee's right to comment on derogatory information placed in a personnel file. See AR 4112.6/4212.6/4312.6 - Personnel Files.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

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Policy Reference Disclaimer:

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State	Description
24 CCR 1010.1.112	Door operations
24 CCR 1010.1.92.8.2	Lockable doors from the inside
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act

Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records
Ed. Code 49390-49395	Homicide threats
Gov. Code 11549.3	Independent security assessment
Pen. Code 469	Unauthorized making, duplicating or possession of key to public building
Pen. Code 626-626.11	School Weapons on school grounds and other school crimes
Federal	Description
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.3	Definition of education records
US DOE Publication	FAQs on Photos and Videos under FERPA
Management Resources	Description
Attorney General Opinion	75 Ops.Cal.Atty.Gen. 155 (1992)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 257 (2000)
Court Decision	Brannum v. Overton County School Board (2008) 516 F. 3d 489
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
CSBA California Department of Education Publication	Safe Schools: A Planning Guide for Action Workbook , 2002
National Institute of Justice Publication	The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005 2005 1999
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	U.S. Department of Homeland Security, Fusion Centers (https://www.dhs.gov/fusion-centers)
Website	National Institute of Justice
Website	National School Safety Center
Website	California Department of Education, Safe Schools

Website	California Military Department (https://calguard.ca.gov/)
Website	California State Threat Assessment System (https://calstas.org/)
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3000	Concepts And Roles
3440	Inventories
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.6	Personnel Files
4119.1	Civil And Legal Rights
4131	Staff Development
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4219.1	Civil And Legal Rights

4231	Staff Development
4258	Employee Security
4258	Employee Security
<u>4312.6</u>	<u>Personnel Files</u>
4319.1	Civil And Legal Rights
4331	Staff Development
4358	Employee Security
4358	Employee Security
5112.5	Open/Closed Campus
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E (1)	Release Of Directory Information
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.9	Hate-Motivated Behavior

6142.4	Service Learning/Community Service Classes	CONSENT J
6164.2	Guidance/Counseling Services	
6184	Continuation Education	
6184	Continuation Education	
7111	Evaluating Existing Buildings	
9321	Closed Session	
9321-E (1)	Closed Session	
9321-E (2)	Closed Session	

Regulation 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 06/01/1996 | Last Revised Date: ~~10/01/2019~~ 2022

CSBA NOTE: The following optional administrative regulation may be used as a component of a comprehensive safety plan (~~see BP/AR 0450 - Comprehensive Safety Plan~~) and should be modified to reflect district practice. [See BP/AR 0450 – Comprehensive Safety Plan](#)

[Additionally, 6 USC 665k, as added by the Luke and Alex School Safety Act of 2022 \(P.L. 117-159\), requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety.](#)

The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. ~~1.~~ Secure the campus perimeter and school facilities in order to prevent criminal activity

~~1.~~

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

~~2.~~ 2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

[CSBA NOTE: Government Code 11549.3, as amended by AB 1352 \(Ch. 593, Statutes of 2021\), authorizes districts, at district expense, to request the Military Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services \(OES\) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.](#)

[Pursuant to Education Code 35266, as added by AB 2355 \(Ch. 498, Statutes of 2022\), districts that experience a cyberattack, as defined, which impacts more than 500 students or personnel, are required to report such cyberattack to the California Cybersecurity Integration Center.](#)

3. ~~2.~~ [Secure the district's network infrastructure and web applications from cyberattacks](#)

[These strategies may include performing an independent security assessment of the district's network infrastructure and selected web applications.](#)

~~3.~~ 4. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification.

4. 5. Control access to keys and other school inventory

6. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, monitoring suspicious and/or threatening digital media content, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, all staff shall be made aware of their responsibilities regarding the immediate reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1-92, 1010.1-112.8.2)

Keys

CSBA NOTE: The following optional section should be modified to reflect district practice.

~~All~~The principal or designee shall be responsible for all keys used in a school ~~shall be the responsibility of the principal or designee.~~ Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

CSBA NOTE: Pursuant to Penal Code 469, a person who knowingly possesses, makes, duplicates, uses, or attempts to use, make, or duplicate a key without authorization may be guilty of a misdemeanor.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

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State	Description
24 CCR 1010.1.11	Lockable doors from the inside
24 CCR 1010.1.9	Door operations
CA Constitution Article 1, Section 28(c)	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records
Pen. Code 469	Unauthorized making, duplicating or possession of key to public building
Pen. Code 626-626.11	School crimes
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.3	Definition of education records
Management Resources	Description
Attorney General Opinion	75 Ops.Cal.Atty.Gen. 155 (1992)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 257 (2000)
Court Decision	Brannum v. Overton County School Board (2008) 516 F. 3d 489
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325

CSBA Publication	Safe Schools: A Planning Guide for Action, 2002
National Institute of Justice Publication	The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005
US DOE Publication	FAQs on Photos and Videos under FERPA
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	National Institute of Justice
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3000	Concepts And Roles
3440	Inventories
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats

3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.1	Civil And Legal Rights
4131	Staff Development
4158	Employee Security
4158	Employee Security
4219.1	Civil And Legal Rights
4231	Staff Development
4258	Employee Security
4258	Employee Security
4319.1	Civil And Legal Rights
4331	Staff Development
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4358	Employee Security
5112.5	Open/Closed Campus
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5125.1-E (1)	Release Of Directory Information
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety

5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.9	Hate-Motivated Behavior
6142.4	Service Learning/Community Service Classes
6164.2	Guidance/Counseling Services
6184	Continuation Education
6184	Continuation Education
7111	Evaluating Existing Buildings
9321	Closed Session
9321-E (1)	Closed Session
9321-E (2)	Closed Session

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Regulation 3516.2: Bomb Threats**Status:** ADOPTED

Original Adopted Date: 09/01/1991 | **Last Revised Date:** ~~07/12/01/2010~~2022 | **Last Reviewed Date:**
~~07/12/01/2010~~2022

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice.

6 USC 665k, as added by the Luke and Alex School Safety Act of 2022 (P.L. 117-159), requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety.

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for ~~dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.~~managing bomb threats. Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Receiving Threats

CSBA NOTE: The U.S. Department of Homeland Security's (DHS) web site provides a "Bomb Threat Checklist," that a ~~person who is receiving~~ can assist in preparing and reacting appropriately to a bomb threat ~~could use to gather information about the threat.~~

Any staff member receiving a telephoned bomb threat by telephone shall try to keep the caller on the line for as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. The staff member should not hang up, even if the caller does, and copy the number and/or letters on the telephone's display, if available.

If the bomb threat is received through ~~the regular~~ regular mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email ~~or~~ text messaging, or social media, the staff member should not delete the message.

Response Procedure

CSBA NOTE: The following optional section includes recommendations from DHS', "Bomb Threat Guidance," and may be deleted if such a procedure is already provided in the district's emergency and disaster preparedness plan; see BP/AR 3516 - Emergencies and Disaster Preparedness Plan.

Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or

perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

The following procedure shall be followed ~~when~~when a bomb threat is received:

1. Any employee or other school official who receives a bomb threat shall immediately call 911 and report the threat or perceived threat to law enforcement. The employee shall also report the threat to the Superintendent or designee.

If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

- 1- ~~If the threat is electronic, the employee shall leave the message in an envelope and take open, and print, photograph, or copy the message and subject line, and note of where the date and by whom it was found.~~
time of the message.
2. Any student or employee who sees a suspicious package ~~shall promptly~~ should not touch, tamper with, or move the item, and shall immediately notify law enforcement and the Superintendent or designee.
3. The Superintendent or designee shall immediately ~~use fire drill signals~~contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Staff Training

The Superintendent or designee shall provide training regarding the assessment and reporting of potential threats and procedures for managing bomb threats to district and site administrators, safety personnel, teachers, and other staff members, as appropriate.

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State

Ed. Code 44810

Description

Willful interference with classroom conduct

Ed. Code 48900

Grounds for suspension or expulsion

Ed. Code 49390-49395

Homicide Threats

Ed. Code 51202

Instruction in personal and public health and safety

Pen. Code 148.1

False report of explosive or facsimile bomb

Pen. Code 17

Felony; misdemeanor; classification of offenses

Pen. Code 245

Assault with deadly weapon

Federal

Description

6 USC 665k

Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources

Description

U.S. Dept. of Homeland Security
Publication

Bomb Threat Checklist

U.S. Dept. of Homeland Security
Publication

Bomb Threat Guidance

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Education, Safe Schools

Website

California State Threat Assessment System
(https://calstas.org/)

Website

U.S. Department of Homeland Security

Website

CSBA

Cross References

Code

Description

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1112	Media Relations
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills and Fires
3516.5	Emergency Schedules
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4231	Staff Development
4331	Staff Development
5131	Conduct
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
6164.2	Guidance/Counseling Services

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Policy 3540: Transportation**Status:** ADOPTED

Original Adopted Date: 06/01/1992 | **Last Revised Date:** 05~~12~~/01/2019~~2022~~ | **Last Reviewed Date:** 05~~12~~/01/2019~~2022~~

CSBA NOTE: Pursuant to Education Code 39800, the Governing Board may provide transportation for students to and from school whenever such transportation is advisable and good reasons exist to provide these services. The following optional policy is for use by districts that choose to provide transportation services through their own transportation system, contracting out, or other methods, and should be revised to reflect district practice.

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

CSBA NOTE: AB 181 (Ch. 52, Statutes of 2022) provides funding for zero-emission school buses and related infrastructure, such as charging or fueling stations, equipment, site design, and construction, with priority for such funding given to districts serving a high percentage of unduplicated students, districts operating the oldest internal combustion buses, small and rural districts, and those purchasing zero-emission buses with bidirectional charging. More information will become available through the State Air Resources Board and the Energy Commission.

A district is authorized to provide transportation services in an economical and efficient way, as long as the arrangement complies with law. For example, Education Code 39800.1, as added by AB 181, permits partnering with a municipally-owned transit system, in order to provide transportation services to middle and high school students.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

CSBA NOTE: The following section may be revised to reflect district practice. Education Code 39800.1, as added by AB 181, requires, as a condition of apportionment, a district to adopt a transportation plan in consultation with classified staff, teachers, school administrators, and other stakeholders by April 1, 2023, and to update the plan annually, by April 1. The plan is required to include descriptions of the transportation services to be provided to certain student groups as specified below.

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
2. How transportation services will be prioritized for low-income students, students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive
3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)
4. How unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 39800 and 39802, the district may use one or more means to provide transportation, as indicated below. For example, the district may use school buses for its regular home-to-school program and contract with private parties to provide transportation for field trips.

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

Expenses and Fees

CSBA NOTE: The following paragraph is optional. If a district that has been providing transportation decides instead to have alternative transportation provided through an outside

company or volunteers, this action may constitute "contracting out" and be subject to negotiation pursuant to the Educational Employment Relations Act (Government Code 3540-3549.3).

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

CSBA NOTE: The following optional paragraph is for use by districts that choose to require parents/guardians of transported students to pay a portion of the cost of transportation as authorized by Education Code 39807.5. Pursuant to Education Code 39807.5, as amended by AB 181, the district must waive the fee for ~~students~~ a student with ~~financial need~~ a disability and ~~students with disabilities whose individualized education program~~ an unduplicated student, as defined in Education Code 42238.02, which includes ~~transportation as a related service necessary~~ a student who is eligible for the student to receive a free appropriate public education, or reduced-price meals, who is an English learner, or who is a foster youth. See BP/AR 3250 - Transportation Fees.

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and BP/AR 3250 - Transportation Fees.

Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system and may be revised to reflect district practice. Pursuant to Penal Code 637.7, the district is authorized, as the registered owner of the school bus, to use electronic tracking systems to determine the location or movement of the vehicle. It is recommended that school bus drivers be notified when a bus is so equipped.

In addition to using a global positioning system (GPS) to locate a bus in an emergency or to track delays, the district may choose to authorize parents/guardians to access the location data so that they may determine when their child has been picked up or dropped off at a bus stop.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

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Policy Reference Disclaimer:

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State	Description
13 CCR 2025	Retrofitting of diesel school buses
5 CCR 14100-14103	Use of school buses and school pupil activity buses
5 CCR 15240-15343	Allowances for student transportation
5 CCR 15253-15272	District records related to transportation
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 35350	Authority to transport pupils
Ed. Code 39800	Powers of governing board to provide transportation to and from school
Ed. Code 39800-39860	Transportation
Ed. Code 39801	Contract with County Superintendent of Schools to provide transportation
Ed. Code 39802-39803	Bids and contracts for transportation services
Ed. Code 39806	Payments to parents in lieu of transportation
Ed. Code 39807	Food and lodging payments in lieu of transportation
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39808	Transportation for private school students
<u>Ed. Code 42238.02</u>	<u>Local Control Funding Formula</u>
Ed. Code 41850-41854	Allowances for transportation
Ed. Code 41860-41862	Supplemental allowances for transportation
Ed. Code 45125.1	Criminal records summary; employees of contracting entity
Ed. Code 52311	Regional occupational centers; transportation
Gov. Code 3540-3549.3	Educational Employment Relations Act
Pen. Code 637.7	Electronic tracking devices
Veh. Code 2807	School bus inspection

Management Resources

Description

Court Decision	Arcadia Unified School District et. al. v. State Department of Education; (1992) 2 Cal. 4th 251 (1992)
Website	CSBA District and County Office of Education Legal Services
Website	California Air Resources Board
Website	California Energy Commission
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0470	COVID-19 Mitigation Plan
3000	Concepts And Roles
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3311	Bids
3311	Bids
3312	Contracts
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3515.6	Criminal Background Checks For Contractors
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3541	Transportation Routes And Services
3541.1	Transportation For School-Related Trips

3541.1-E(1)	Transportation For School-Related Trips
3541.1-E(2)	Transportation For School-Related Trips
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
3543	Transportation Safety And Emergencies
4112.4	Health Examinations
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4212.4	Health Examinations
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4231	Staff Development
4312.4	Health Examinations
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5131.1	Bus Conduct
5131.1	Bus Conduct
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.4	Service Learning/Community Service Classes
6173.1	Education For Foster Youth

- 6173.1 Education For Foster Youth
- 6178.2 Regional Occupational Center/Program
- 6181 Alternative Schools/Programs Of Choice
- 6181 Alternative Schools/Programs Of Choice

Policy 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 03/01/2008 | Last Revised Date: ~~11/12/01/2011~~ 2022 | Last Reviewed Date: ~~11/12/01/2011~~ 2022

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. While the law is specific to district staff, the concept also applies to students and anyone else in the school community.

Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

CSBA NOTE: Pursuant to 20 USC 7961, any district receiving federal funds under the Elementary and Secondary Education Act is mandated to have a policy requiring that any student who brings a firearm to school be referred to the criminal justice or juvenile delinquency system. This mandate reinforces Education Code 48902, which requires the principal or designee to notify law enforcement authorities of violations of Education Code 48900(c) and (d) and Penal Code 245, 626.9, and 626.10. In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. For more information see AR 5144.1 - Suspension and Expulsion/Due Process.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

CSBA NOTE: Education Code 48915 and 20 USC 7961 require the mandatory expulsion of a student who has possessed a firearm, brandished a knife, or committed any other acts listed in Education Code 48915(c). See AR 5144.1 - Suspension and Expulsion/Due Process for grounds for suspension and expulsion and expulsion procedures.

Unless he/she a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

CSBA NOTE: Pursuant to 20 USC 7961, any district receiving federal funds under the Elementary and Secondary Education Act is mandated to have a policy requiring that any student who brings a firearm to school be referred to the criminal justice or juvenile delinquency system. This mandate reinforces Education Code 48902, which requires the principal or designee to notify law enforcement authorities of violations of Penal Code 245, 626.9, and 626.10 and Education Code 48900(c) and (d). In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. See AR 5144.1 - Suspension and Expulsion/Due Process for comparable compliance statements.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

CSBA NOTE: 20 USC 7961 allows possession of a firearm on school grounds for educational purposes when (1) the firearm is lawfully stored in a locked vehicle and/or (2) the principal authorizes possession for approved activities and the district has adopted appropriate safeguards to ensure student safety. Federal law is Penal Code 626.10, consistent with Penal Code 626.10 which 20 USC 7961, authorizes students to possess certain weapons with written permission of the principal certificated or classified staff when necessary for a school-sponsored activity or class.

The following optional section is for use by districts that wish to allow such possession of firearms and other weapons and should be modified to reflect specific safeguards and timelines adopted by the district.

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession; ~~submit a written request to the principal~~ which explains the planned use of the weapon and the duration; ~~The student shall also submit,~~ together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when ~~he/she determines that~~ it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, ~~he/she shall provide~~ the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, ~~he/she shall take~~ all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon,

including, but not limited to, inspecting a firearm to verify that no live ammunition is present. ^{CONSENT J} Any ~~permitted~~ weapon ~~allowed~~ shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A ~~Any~~ student granted permission to possess a weapon may be suspended and/or expelled if he/she ~~possesses or uses~~ the weapon is possessed or used inappropriately.

Possession of Pepper Spray

CSBA NOTE: Penal Code 22815 allows minors age 16 or older to purchase and possess tear gas or tear gas weapons for purposes of self-defense if they are accompanied by a parent/guardian or have the written consent of their ~~a~~ parent/guardian. Option 1 below, is for use by districts that allow students to bring such defensive items to school; and reflects the fact that a student can be disciplined under Education Code 48900 or 48915 if such an item is used for a purpose other than self-defense. Option 2 is for use by districts that prohibit students from bringing such items to school.

~~OPTION 1: Students~~ **OPTION 1:** ~~(Districts that allow students to bring tear gas or tear gas weapons)~~

~~When accompanied by a parent/guardian or with the written consent of a parent/guardian, students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, such students shall be subject to suspension and/or expulsion if they use such items are used inappropriately or for any purpose other than self-defense.~~

OPTION 2: ~~(Districts that prohibit students from bringing tear gas or tear gas weapons)~~

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

CSBA NOTE: Education Code 49335 requires the California Department of Education (CDE) to develop a system, for use by districts, to shield the identity of and provide protection to students who report the presence of "injurious objects" on school grounds. CSBA NOTE: The following section should be modified to reflect district practice. Pursuant to Education Code 49330, an "injurious object" is an object capable of inflicting substantial bodily damage not necessary for the academic purpose of the student and those objects listed in specified sections of the Penal Code; see the accompanying administrative regulation. These weapons include, but are not limited to, firearms, knives, metal knuckles, and explosives.

~~The system developed by the CDE pursuant to Education Code 49335 was a directive for districts to ensure that district policy has been adopted which implements the student reporting protections. The following section should be modified to reflect district practice.~~

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee ~~also~~ shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

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State	Description
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	Notification <u>Mandatory notification</u> of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission
<u>Ed. Code 48980</u>	<u>Parent/Guardian notifications</u>
Ed. Code 49330-49335	Injurious objects
<u>Ed. Code 49390-49395</u>	<u>Homicide threats</u>
Pen. Code 16100- 17350 <u>17360</u>	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)
Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children
Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 653k	Switchblade knife
Federal	Description
<u>6 USC 665k</u>	<u>Federal Clearinghouse on School Safety Evidence-Based Practices</u>
20 USC 6301- 7941 <u>8961</u>	No Child Left Behind Act <u>Strengthening and Improvement of Elementary and Secondary Schools</u>
20 USC 7961	Gun-Free Schools Act
Management Resources	Description
California Department of Education Communications	0401.01 Protecting Student Identification in Reporting Injurious Objects
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
U.S. Department of Education Publication	Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004 <u>2018</u>
Website	CSBA District and County Office of Education Legal Services
Website	National Alliance for Safe Schools
Website	National School Safety Center

<u>Website</u>	<u>U.S. Department of Education, Safe Schools</u> <u>(https://www2.ed.gov/about/offices/list/osers/osep/gtss.html)</u>
<u>Website</u>	<u>U.S. Department of Homeland Security, Fusion Centers</u> <u>(https://www.dhs.gov/fusion-centers)</u>
Website	California Department of Education, Safe Schools
<u>Website</u>	<u>California State Threat Assessment System</u> <u>(https://calstas.org/)</u>
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.7	Firearms On School Grounds
3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5125	Student Records
5125	Student Records
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5136	Gangs
5136	Gangs
5137	Positive School Climate

5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
6184	Continuation Education
6184	Continuation Education

Regulation 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** ~~11/12/01/2011~~ 2022 | **Last Reviewed Date:** ~~11/12/01/2011~~ 2022

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-~~17350~~ 17360, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than ~~2~~ 3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code ~~12020~~ 16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

CSBA NOTE: The remainder of this administrative regulation is optional and provides a process for an employee to use when taking possession of a weapon or dangerous instrument from a student. Pursuant to Education Code 49334, a school employee who initially ~~contacts~~ notifies a law enforcement agency about any person possessing an unauthorized weapon or dangerous instrument on campus ~~cannot~~ may not be subject to any civil or administrative proceeding, including any disciplinary action, for doing so, notwithstanding any district policy or regulation to the contrary. The employee must follow any other requirements of district policy or regulation upon notifying the law enforcement agency. See BP 4158/4258/4358 - Employee Security for language regarding employee reports of adults possessing injurious objects.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393, and as reflected in the accompanying board policy.

3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

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State	Description
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	Notification of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission
Ed. Code 49330-49335	Injurious objects
Pen. Code 16100-17350	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)

Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children
Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 653k	Switchblade knife

Federal

20 USC 6301-7941

20 USC 7961

Management Resources

California Department of Education Communications

CSBA Publication

U.S. Department of Education Publication

Website

Website

Website

Website

Website

Website

Description

No Child Left Behind Act

Gun-Free Schools Act

Description

0401.01 Protecting Student Identification in Reporting Injurious Objects

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004

CSBA District and County Office of Education Legal Services

National Alliance for Safe Schools

National School Safety Center

U.S. Department of Education, Office of Safe and Drug Free Schools

California Department of Education, Safe Schools

CSBA

Cross References

Code

0450

0450

1313

3515

3515

3515.3

3515.3

3515.31

3515.7

3516.2

PGUSD

Description

Comprehensive Safety Plan

Comprehensive Safety Plan

Civility

Campus Security

Campus Security

District Police/Security Department

District Police/Security Department

School Resource Officers

Firearms On School Grounds

Bomb Threats

4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5125	Student Records
5125	Student Records
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
6184	Continuation Education
6184	Continuation Education

Regulation 5141.3: Health Examinations

Status: ADOPTED

Original Adopted Date: 06/01/1996 | **Last Revised Date:** 12/01/2014~~2022~~ | **Last Reviewed Date:** 12/01/2014~~2022~~

Cautionary Notice: [Government Code 17581.5](#) relieves districts from the obligation to perform specified mandated activities, including scoliosis screening, when the Budget Act does not provide reimbursement during that fiscal year. As a result, districts should determine whether the Budget Act for the current fiscal year allows for the suspension of these requirements, and if so, suspend certain provisions of the following administrative regulation related to scoliosis screening. For more information, the district should consult CSBA's District and County Offices of Education Legal Services or district legal counsel.

CSBA NOTE: Cautionary Notice: Government 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2018 (SB 840, Ch. 29, Statutes of 2018) extends the suspension of these requirements through the 2018-19 fiscal year. As a result, certain provisions of the following administrative regulation related to scoliosis screening may be suspended.

CSBA NOTE: 20 USC 1232h, the Protection of Pupil Rights Amendment, mandates that any district receiving funds from a program administered by the U.S. Department of Education adopt a policy regarding physical examinations and screenings that the district may administer; see BP/AR 5022 - Student and Family Privacy Rights for language implementing this mandate. 20 USC 1232h also requires districts to notify parents/guardians, at the beginning of the school year, of the dates during the school year when physical exams or screenings are scheduled and of the process to opt their children out of participation.

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

A parent/guardian may annually file with the principal a written statement withholding consent to the child's physical examination of his/her child. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

Vision Tests

CSBA NOTE: The following section is for use by districts that maintain any of grades K-8.

Education Code 49455 requires vision appraisals every three years through grade 8. SB 1172 (Ch. 925, Statutes of 2014) amended Education Code 49455 to specify the grade levels at which such vision tests must be conducted.

Each student's vision shall be appraised, by the school nurse or other personnel authorized under Education Code 49452, during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (Education Code 49455)

CSBA NOTE: SB 1172 (Ch. 925, Statutes of 2014) amended Education Code 49455 to require that vision appraisals include near-vision screening.

Education Code 49455 also requires male students to be tested for color vision in grade 1 or later. It may be most efficient to conduct the color vision screening during the regularly scheduled testing in grade 2, 5, or 8.

The vision appraisal shall include tests for visual acuity, including near vision. Male students shall also be tested once for color vision in grade 1 or later and the results of the appraisal shall be entered in the student's health record. (Education Code 49455)

Appraisal of a student's vision may be waived under either of the following conditions: (Education Code 49455)

1. The student's parent/guardian requests a waiver and presents a certificate from a physician/surgeon, physician assistant, or optometrist showing the results of an examination of the student's vision, including visual acuity and, in male students, color vision.
2. The student's parents/guardians file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. The report shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

In addition to the vision appraisals described above, the school nurse and/or classroom teacher shall continually and regularly observe students' eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties. (Education Code 49455)

Eye Examinations for the Purpose of Eyeglasses

CSBA NOTE: Education Code 49455.5, as added by AB 2329 (Ch. 911, Statutes of 2022), authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at district schools. Such examinations may only be provided for the purpose of providing eyeglasses and not take the place of the general vision appraisals described above. Schools that allow these examinations on their school site must notify parents/guardians of the eye examinations and provide a form to opt out of the examination. Pursuant to Education Code 49455.5, as added by AB 2329, the California Department of Education (CDE) is required to, by March 1, 2023, develop and post on its web site a model opt out form for such purpose.

In addition to the vision appraisals described above, the district may enter into a memorandum of understanding with a nonprofit eye examination provider, including a mobile provider, to provide noninvasive eye examinations at a district school exclusively for the purpose of providing eyeglasses. (Education Code 49455.5)

Prior to any eye examination, the school shall notify parents/guardians of the upcoming eye examination and include a form that allows them to opt their child out of the examination. Parents/guardians who have submitted a general opt-out written statement in accordance with Education Code 49451 are deemed to have opted out. (Education Code 49455.5)

Parents/guardians whose child receives an eye examination shall be provided a report by the provider in accordance with Education Code 49456. (Education Code 49455.5)

CSBA NOTE: Procedures for conducting school hearing tests are contained in 17 CCR 2951 and the California Department of Health Care Services (DHCS) Manual for the School Audiometrist.

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

CSBA NOTE: Items #1-5 below may be revised to reflect district practice and the grade levels offered by the district.

Pursuant to 17 CCR 2951, the district may annually request that DHCS waive the requirement for the hearing screening test for grade 10 and/or 11. The waiver request must include the dates of the school year for which the waiver is requested and an alternative testing plan that ensures each student at risk of hearing loss (i.e., students who are exposed to loud noises, including loud music; ~~are referred for testing by a parent/guardian or teacher;~~ have a previously documented problem; have not had a hearing test for three years; or are enrolled for the first time in the district) is referred for testing by a parent/guardian or teacher.

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. Kindergarten or grade 1
2. Grade 2
3. Grade 5
4. Grade 8
5. Grade 10 or 11
6. Upon first entry into the California public school system

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student. (17 CCR 2951)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the Superintendent and the County Superintendent of Schools. (17 CCR 2951)

Scoliosis Screening

CSBA NOTE: The following optional section is for use by districts that maintain grades 7-8.

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis.^{CONSENT J}
(Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

Type 1 Diabetes Information

CSBA NOTE: The following section is for use by districts that serve elementary school students.

Education Code 49452.6, as added by SB 97 (Ch. 674, Statutes of 2021), requires districts, beginning January 1, 2023, to make type 1 diabetes informational materials developed by CDE available to parents/guardians, as described below. Pursuant to Education Code 49452.6, as added by SB 97, CDE is required to develop and post the informational materials on its web site, for use by districts.

The Superintendent or designee shall provide parents/guardians of children enrolled in elementary school for the first time, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by the California Department of Education (CDE) regarding type 1 diabetes as specified in Education Code 49452.6.

Type 2 Diabetes Information

CSBA NOTE: The following optional section is for use by districts that offer grade 7 but may be used by districts that wish to increase diabetes awareness among parents/guardians and students at other grade levels. Pursuant to Education Code 49452.7, the California Department of Education CDE has developed an information sheet for use by districts and has posted the sheet on its web site.

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their ~~child's~~ child's blood glucose to determine if ~~he/she~~ the child has type 2 diabetes or pre-diabetes.

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by ~~the~~ CDE regarding type 2 diabetes, which includes: (Education Code 49452.7)

1. A description of the disease and its risk factors and warning signs
2. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease
3. A description of the different types of diabetes screening tests available
4. A description of treatments and prevention methods

~~The information sheet may be provided with the annual parental notifications required pursuant to Education Code 48980. (Education Code 49452.7)~~

CSBA NOTE: The following optional paragraph reflects legislative intent expressed in Education Code 49452.7.

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
17 CCR 2950-2951	Hearing tests
5 CCR 3027	Hearing and vision screening for special education
5 CCR 3028	Audiological screening
5 CCR 590-596	Vision screening
Ed. Code 44871-44879	Employment qualifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49400-49414.5	Student health; general powers of school boards
Ed. Code 49422	Supervision of health and physical development
Ed. Code 49450-49458	Physical examinations (of students)
Ed. Code 49460-49466	Development of standardized health assessments
<u>Gov. Code 17581.5</u>	<u>Specific costs mandated by the state</u>
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 121475-121520	Tuberculosis tests for students
H&S Code 124025-124110	Child Health and Disability Prevention Program
H&S Code 1685-1686	Audiometrists
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights

Management Resources	Description
CA Department of Health Care Services Publication	Manual for the School Audiometrist
California Department of Education Publication	Standards for Scoliosis Screening in California Public Schools, 2007
California Department of Education Publication	A Guide for Vision Testing in California Public Schools, 2005
CSBA Publication	Expanding Access to School Health Services: Policy Considerations for Governing Boards, November 2008
CSBA Publication	Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, November 2008

U.S. Department of Education
Publication

Joint Guidance on the Application of FERPA and HIPAA to
Student Health Records, November 2008

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Education, Type 2 Diabetes
Information

Website

California Department of Education, Health Services and
School Nursing

Website

California Department of Health Care Services

Website

CSBA

Cross References

Code

Description

0470

COVID-19 Mitigation Plan

4231

Staff Development

5020

Parent Rights And Responsibilities

5020

Parent Rights And Responsibilities

5022

Student And Family Privacy Rights

5022

Student And Family Privacy Rights

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Student Wellness

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Admission

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Admission

5112.2

Exclusions From Attendance

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Student Records

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Student Records

5141.22

Infectious Diseases

5141.22

Infectious Diseases

5141.23

Asthma Management

5141.23

Asthma Management

5141.26

Tuberculosis Testing

5141.31

Immunizations

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Immunizations

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Health Screening For School Entry

5141.33

Head Lice

5141.6

School Health Services

5141.6

School Health Services

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Insurance

5143

Insurance

5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145.2	Athletic Competition
6145.2	Athletic Competition
6164.5	Student Success Teams
6164.5	Student Success Teams
6170.1	Transitional Kindergarten

Policy 5142: Safety

Status: ADOPTED

Original Adopted Date: 11/01/2002 | Last Revised Date: ~~12/01/2019~~ 2022

CSBA NOTE: The following optional policy should be modified to reflect district practice.

Under the California Tort Claims Act (Government Code 810-996.6), a district may be held liable for personal injuries caused by dangerous conditions on school property and for its employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. The court in *Dailey v. Los Angeles Unified School District* held that, within the scope of their employment, school staff must exercise the degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." In *J.H. v. Los Angeles Unified School District*, the court held that the district had a duty to use ordinary care in supervising the after-school program.

With regard to athletic activities, the court in *Kahn v. East Side Union High School District* held that schools have no legal duty to eliminate risks inherent in the activity itself because students are deemed to assume those risks by participating in the activity. However, schools do have a duty to exercise due care not to increase the risks over and above those inherent in the sport.

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

CSBA NOTE: 6 USC 665k, as added by the Luke and Alex School Safety Act of 2022 (P.L. 117-159), requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

CSBA NOTE: The following section is optional. School crossing guards may be employed by the Governing Board pursuant to Education Code 45450-45451 and by cities and counties pursuant to Vehicle Code 42200 and 42201. Education Code 49300 authorizes the Board to establish a student safety patrol at any district school for the purpose of assisting students in safely crossing streets. See the accompanying administrative regulation for requirements pertaining to safety patrols.

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Student Identification Cards and Safety Information

CSBA NOTE: The following section is for use by districts that serve students in grades 7-12.

Education Code 215.5 requires districts that issue student identification cards to have printed on either side of the card the telephone number of the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233), and allows to have printed on the card the Crisis Text Line (texting HOME to 741741) and/or a local suicide prevention hotline telephone number.

Effective October 1, 2020, Education Code 215.5, as amended by SB 316 (Ch. 270, Statutes of 2019), requires districts to have the telephone number of the National Domestic Violence Hotline (1-800-799-7233) on either side of student identification cards.

If, as of January 1, 2020, the district has a supply of unissued student identification cards that do not comply with the above requirements, the cards may be issued until the supply is depleted.

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5; 217)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number
2. The National Domestic Violence Hotline

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Policy Reference Disclaimer:

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State	Description
5 CCR 14030	Preliminary procedure; planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 5531	Supervision of extracurricular activities of pupils <u>students</u>
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
<u>Ed. Code 215.5</u>	<u>Student identification cards; safety information</u>

Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE school safety School Safety and security resources unit Security Resource Unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 38134	Use of school property
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for high school students to leave school grounds; notice (high school)
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 49390-49395	Homicide threats
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Ed. Code 8482-8484.6 65	After School Education and Safety Program
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing
Pub. Res. Code 5411	Purchase of playground equipment usable by persons with disabilities
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities

Veh. Code 42201

Fines and forfeitures; disposition by counties

Vehicle Code 21201

Rules for operation of bicycle on roadway

Federal

Description

6 USC 665k

Federal Clearinghouse on School Safety Evidence- Based Practices

Management Resources

Description

American Society for Testing and Materials Publication

ASTM F1 1487-0521, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2017

California Department of Education Publication

Science Safety Handbook for California Public Schools, 2014

Court Decision

Knight v. Jewett, (1992) 3 Cal.4th 296; 313

Court Decision

Lane v. City of Sacramento, (2010) 183 Cal. App. 4th: 1337

Court Decision

J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123

Court Decision

Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990

Court Decision

Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Court Decision

Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508

Court Decision

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138

U.S. Consumer Product Safety Comm Publication

Public Playground Safety Handbook, 2010

Website

CSBA District and County Office of Education Legal Services

Website

National Recreation and Park Association, Certified Playground Safety Inspector Certification

Website

U.S. Department of Education, Safe Schools

Website

American Society for Testing and Materials

Website

U.S. Consumer Product Safety Commission

Website

U.S. Department of Homeland Security, Fusion Centers
(https://www.dhs.gov/fusion-centers)

Website

U.S. Environmental Protection Agency

Website

California Department of Education, Safe Schools

Website

California Department of Public Health

Website

California State Threat Assessment System
(https://calstas.org/)

Website

Centers for Disease Control and Prevention

Website

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Cross References

PGUSD

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan for Bloodborne Pathogens
5020	Parent Rights And Responsibilities

5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.7	Sun Safety
5142.1	Identification And Reporting Of Missing Children
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.93	Science Instruction

- 6145.2 Athletic Competition
- 6145.2 Athletic Competition
- 6153 School-Sponsored Trips
- 6153 School-Sponsored Trips
- 6163.2 Animals At School
- 6163.2 Animals At School
- 7110 Facilities Master Plan

Regulation 5142: Safety

Status: ADOPTED

Original Adopted Date: 07/01/2006 | **Last Revised Date:** 03~~12~~/01/2022

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice.

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

CSBA NOTE: The following optional section may be revised to reflect district practice. For release of students during an emergency, see AR 3516 - Emergencies and Disaster Preparedness Plan.

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian

2. An adult authorized on the student's emergency card as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity

3. An authorized law enforcement officer acting in accordance with law

4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

CSBA NOTE: The following optional section may be revised to reflect district practice.

Pursuant to 5 CCR 5570, teachers are required to be present at their rooms and admit students not less than 30 minutes before school starts unless otherwise provided by rule of the Governing Board. The district's collective bargaining agreement may include supervision of students. The following paragraph may be revised to maintain consistency with the district's collective bargaining agreement and/or district practice.

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee

CSBA NOTE: Education Code 49393, as added by SB 906 (Ch. 144, Statutes of 2022), requires the reporting of potential homicidal acts related to school or a school activity, as described below.

Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone
2. Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Such **Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.** The training shall be documented and kept on file.

Student Safety Patrols

CSBA NOTE: The following section is optional.

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall be allowed to serve only with written consent of the students and their parents/guardians. Patrol members shall be at least 10 years old and at least in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe

operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

CSBA NOTE: Health and Safety Code 115725 defines "playground" to include fall zones, surface materials, access ramps, and all areas within and including the designated enclosure and barriers.

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

Activities with Safety Risks

CSBA NOTE: The following optional section lists activities that might be prohibited by the district because of high risk to student safety and should be revised to reflect district practice.

Pursuant to Government Code 831.7, public entities, including districts, are not liable to participants in a hazardous recreational activity, those who assist participants, or spectators for any damage to person or property arising out of the hazardous recreational activity when the person knew or reasonably should have known that the hazardous recreational activity created a substantial risk of injury and was voluntarily in the place of risk or having the ability to leave but failed to do so. Government Code 831.7 defines a "hazardous recreational activity" as a recreational activity conducted on school grounds that creates a substantial risk of injury, as distinguished from a minor, trivial, or insignificant risk of injury. The list below includes, but is not limited to, some of the hazardous recreational activities listed in Government Code 831.7. Prior to authorizing such activities, it is recommended that districts consult with their insurance carrier or joint powers authority or, for those who self-insure, with [CSBA District and County Offices of Education Legal Services or district](#) legal counsel. See BP/AR 3530 - Risk Management/Insurance.

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing

6. Cross-country or downhill skiing

7. Motorcycling

8. Target shooting

9. Horseback riding

10. Rodeo

11. Archery

12. Mountain bicycling

13. Rock climbing

14. Rocketeering

15. Surfing

16. Body Contact Sports

17. Other activities determined by the principal to have a high risk to student safety

CSBA NOTE: The following paragraph is optional. Vehicle Code 21201 establishes requirements for bicycles on roadways in regard to brakes, handlebars, size, and illumination when operated during darkness. Districts may want to provide such information to students and parents/guardians.

To enable the district to provide students safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, Education Code 51860, as amended by AB 2028 (Ch. 116, Statutes of 2022), authorizes the Board to assist local law enforcement, nonprofit associations or organizations specified in Education Code 38134, such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide such safety instruction, in providing safety instruction to district students.

Additionally, Streets and Highways Code 894, as added by AB 1946 (Ch. 147, Statutes of 2022), requires the Department of the California Highway Patrol to develop and post on its web site, by September 1, 2023, statewide safety and training programs for users of electric bicycles, including, but not limited to, general electric bicycle riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

~~Students who operate~~ As needed, the Superintendent or ride as a passenger designee may periodically provide training or instruction to students on a bicycle, the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates. Any student who rides any such bicycle, scooter, or skateboard, or wear in-line or roller skates, upon a street, bikeway, or any other public bicycle path or trail at school shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool

CSBA NOTE: The following section is optional. Any district that chooses to sponsor or host an on-campus event that is not part of an interscholastic athletic program in or around a swimming pool is required to comply with the following paragraph, pursuant to Education Code 35179.6, as amended by SB 722 (Ch. 679, Statutes of 2021).

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

CSBA NOTE: The following optional section reflects the Legislature's intent as stated in Education Code 49341, and the California Department of Education's Science Safety Handbook for Public Schools.

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to ~~implement and~~ regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

CSBA NOTE: The following optional section may be revised to reflect district practice.

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

CSBA NOTE: Education Code 32031 addresses circumstances under which eye protection devices must be used.

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual ¹⁹

Protection Against Insect Bites

CSBA NOTE: The following optional section may be revised to reflect district practice.

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 5531	Supervision of extracurricular activities of pupils
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE school safety and security resources unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property

Ed. Code 44808.5	Permission for students to leave school grounds; notice (high school)
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
<u>Ed. Code 49390-49395</u>	<u>Homicide threats</u>
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 8482-8484.6	After School Education and Safety Program
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing
Pub. Res. Code 5411	Purchase of equipment usable by persons with disabilities
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities
Veh. Code 42201	Fines and forfeitures; disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway

Management Resources

American Society for Testing and Materials

California Department of Education Publication

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Description

F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2017

Science Safety Handbook for California Public Schools, 2014

Knight v. Jewett, (1992) 3 Cal.4th 296, 313

Lane v. City of Sacramento, (2010) 183 Cal. App. 4th. 1337

J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123

Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990

Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138

U.S. Consumer Product Safety Comm Publication	Public Playground Safety Handbook, 2010
Website	CSBA District and County Office of Education Legal Services
Website	National Recreation and Park Association, Certified Playground Safety Inspector Certification
Website	U.S. Department of Education, Safe Schools
Website	American Society for Testing and Materials
Website	U.S. Consumer Product Safety Commission
Website	U.S. Environmental Protection Agency
Website	California Department of Education, Safe Schools
Website	California Department of Public Health
Website	Centers for Disease Control and Prevention
Websites	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan

3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan for Bloodborne Pathogens
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.7	Sun Safety
5142.1	Identification And Reporting Of Missing Children
5142.2	Safe Routes To School Program

5142.2	Safe Routes To School Program
5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.93	Science Instruction
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6163.2	Animals At School
6163.2	Animals At School
7110	Facilities Master Plan

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Regulation 5142.2: Safe Routes To School Program**Status:** ADOPTED

Original Adopted Date: 07/01/2009 | **Last Revised Date:** ~~06/12/01/2021~~ 2022 | **Last Reviewed Date:** ~~06/12/01/2021~~ 2022

CSBA NOTE: The following optional administrative regulation should be revised to reflect district practice. The strategies listed below are organized around the "fundamental E's" recommended for inclusion in local programs by the U.S. Department of Transportation's Federal Highway Administration (NHTSA) and the National Center for Safe Routes to School's online resource guide. NHTSA's ["Advancing Pedestrian and Bicyclist Safety: A Primer for Highway Safety Professionals,"](#) states that the most often addressed E's are engineering, education, and enforcement, with encouragement and engagement, evaluation, emerging technologies, emergency response, and equity as other important E's to consider.

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:

CSBA NOTE: To enable the district to provide students safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, Education Code 51860, as amended by AB 2028 (Ch. 116, Statutes of 2022), authorizes the Governing Board to assist local law enforcement, nonprofit associations or organizations specified in Education Code 38134, such as the Girls Scouts, Boys Scouts, parent-teacher associations, and public agencies that provide such safety instruction in providing safety instruction to district students.

Additionally, Streets and Highways Code 894, as added by AB 1946 (Ch. 147, Statutes of 2022), requires the Department of the California Highway Patrol to develop and post on its website, by September 1, 2023, statewide safety and training programs for users of electric bicycles, including, but not limited to, general electric bicycle riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

- a. Instructing students about pedestrian, ~~bicycle~~, and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.
 - b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school
 - c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes
2. Encouragement strategies designed to generate interest in active transport to school, such as:

- a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
 - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
 - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options
3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
- a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs
 - b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
 - c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212
4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
- a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
 - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
 - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
 - d. Considering safe routes to school when making decisions about siting and designing of new schools

CSBA NOTE: See the accompanying Board policy for additional information about program evaluation, including examples of indicators that may be used to measure program implementation and effectiveness.

5. Evaluation to assess progress toward program goals, including:
 - a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board
 - b. Presenting data to the Board, program partners, and the public
 - c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

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Policy Reference Disclaimer:

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State	Description
Ed. Code 32282	Comprehensive safety plan
<u>Ed. Code 38134</u>	<u>Use of school property</u>
Ed. Code 44808	Liability when students are not on school property
Ed. Code 45450-45451	Crossing guards
<u>Ed. Code 51860</u>	<u>Time and facilities for bicycle and scooter safety instruction</u>
Gov. Code 65352.2	General planning; communication between cities, counties and school districts
S&H Code 2380-2385	Active Transportation Program
<u>S&H Code 894</u>	<u>Statewide safety and training programs; electric bicycles</u>

[Veh. Code 312.5](#)

[Electric bicycle](#)

[Veh. Code 406](#)

[Moped or motorized bicycle](#)

[Veh. Code 407.5](#)

[Motorized scooter](#)

Veh. Code 21200-21213

Operation of bicycles

Veh. Code 21212

Helmet required for bicycle, nonmotorized scooter, skateboard, skates

Veh. Code 21949-21971

Pedestrian rights and duties

Federal

Description

23 USC 133

Surface transportation block grant program

23 USC 148

Highway safety improvement program

42 USC 1758b

Local wellness policy

Management Resources

Description

California Dept of Transportation Publication

ATP Purpose and Goals as Defined by the State Legislature and SB 99, March 2015

California Dept of Transportation Publication

Active Transportation Program Fact Sheet, January 2020

Court Decision

Cerna v. City of Oakland (2008) 161 Cal.App.4th 1340

Natl Natl Center for Safe Routes to School Publication

Safe Routes to School Guide

National Natl Highway Traffic Safety Admin Publication

Advancing Pedestrian and Bicyclist Safety: A Primer for Highway Safety Professionals, April 2016

Safe Routes to School Natl Partnership Publication

Safe Routes to School by the Numbers: Using Data to Foster Walking and Biking to School, June 2016

Safe Routes to School Natl Partnership Publication

Safe Routes to School 2009 Policy Report: Moving to the Future: Building on Early Achievements, March 2009

Website

CSBA District and County Office of Education Legal Services

Website

National Center for Safe Routes to School

Website

Safe Routes Partnership

Website

U.S. Department of Transportation, Federal Highway Administration, Safe Routes to School

Website

California Department of Transportation, Safe Routes to School

Website

National Highway Traffic Safety Administration

Website

CSBA

Cross References

Code

Description

0415

Equity

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1112	Media Relations
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1230	School-Connected Organizations
1230	School-Connected Organizations
1260	Educational Foundation
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3100	Budget
3100	Budget
3290	Gifts, Grants And Bequests
3470	Debt Issuance And Management
3471	Parcel Taxes
3510	Green School Operations
3514	Environmental Safety
3514	Environmental Safety
3540	Transportation
3541	Transportation Routes And Services
5030	Student Wellness
5142	Safety
5142	Safety
6020	Parent Involvement
6020	Parent Involvement
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education

6142.8	Comprehensive Health Education
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
7150	Site Selection And Development
7150	Site Selection And Development

CSBA Sample District Policy Manual
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Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: ADOPTED

Original Adopted Date: 03/01/2007 | Last Revised Date: ~~09/12/01/2021~~2022 | Last Reviewed Date: ~~09/12/01/2021~~2022

CSBA NOTE: Pursuant to Education Code 56303, a student should be referred for special education instruction and services only after the resources of the regular education program such as Response to Instruction and Intervention (RtI2) strategies have been considered and, where appropriate, utilized. However, the U.S. Department of Education's Office of Special Education Programs (OSEP) Memorandum 11-07 emphasizes that districts have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

In the 1, 2 "Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act," OSEP encourages districts to reexamine the efficacy of existing child find practices and initiate new activities in light of the educational disruptions caused by the COVID-19 pandemic, including through additional screenings; efforts to increase awareness about special education supports and the effects of the COVID-19 pandemic on students' academic performance and social-emotional, behavioral, and mental health needs; public awareness campaigns about developmental screenings in settings frequented by families such as health departments, physician's offices, public parks, amusement parks, shopping malls, and children's stores; social media campaigns on multiple online platforms; partnering with stakeholders such as parent-teacher organizations; and holding screening events in the community.

Additionally, OSEP emphasizes that students who are experiencing long-term COVID-19 effects must be referred for special education evaluation if their symptoms (such as fatigue, mood changes, or difficulty concentrating) are adversely impacting their ability to participate and learn in the general curriculum.

The obligation of a district to refer a student for special education evaluation is a fact-specific determination that must be made on a case-by-case basis.

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

CSBA NOTE: Pursuant to 34 CFR 300.301, a parent/guardian or district may request an initial evaluation to determine if a student is a student with a disability. OSEP Memorandum 11-07 emphasizes that if a parent/guardian requests an evaluation, and the district agrees with the parent/guardian that the student may be eligible for special education and related services, the district must evaluate the child. If the district does not suspect that the child has a disability and denies the

request for an initial evaluation, the district must provide written notice to the parent/guardian, pursuant to 34 CFR ~~330~~300.503, explaining the basis for such decision.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a ~~full and an~~ individual initial evaluation of the ~~student~~student's educational needs related to all areas of suspected disability. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public

CSBA NOTE: 34 CFR 300.29 defines "native language" as the language normally used by the individual.

2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

CSBA NOTE: 34 CFR 300.504 requires the district to provide parents/guardians with written notice prior to conducting the initial evaluation. For contents of the prior written notice, see AR 6159.1 -

Procedural Safeguards and Complaints for Special Education.

Education Code 56329 clarifies the factors to consider when making a determination of eligibility (~~reflected in~~ Item #2 below) and specifies circumstances in which a parent/guardian may be entitled to an independent educational evaluation (IEE) (~~reflected in~~ Items #4 and #5 below).

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's

parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

CSBA NOTE: Pursuant to Education Code 56321 and 34 CFR 300.300, the district must first obtain ~~informed~~ parent/guardian consent before conducting (1) an initial evaluation to determine if the student is a student with a disability or (2) a reevaluation to determine if the student continues to be a student with a disability. See AR 6159 - Individualized Education Program for language regarding parent/guardian consent for the provision of special education services, including the right to revoke such consent.

In *M.M. v. Lafayette School District*, the Ninth Circuit Court of Appeals concluded that the district had a procedural duty to provide the parents with their child's response to instruction (RTI) data when the district sought to obtain their ~~informed~~ consent for the initial evaluation. The district's failure to provide the parents with the RTI data as part of the initial evaluation resulted not only in a procedural violation but also a substantive violation of the Individuals with Disabilities Education Act (IDEA) since the failure prevented the parents from meaningfully participating in the IEP process.

Consent(Education Code 56321; 34 CFR 300.300)

~~Informed parental consent~~ means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time
4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

~~The district shall make reasonable efforts to obtain the informed~~**Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)**

The district shall make reasonable efforts to obtain the consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

CSBA NOTE: It is recommended that the district maintain a record of its attempts to obtain consent, as provided in Items #1-3 below.

The district shall maintain a record of its attempts to obtain consent, which may include: such as: (Education Code 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

CSBA NOTE: Education Code 56321 and 34 CFR 300.300 provide that if a parent/guardian refuses to consent to an evaluation, the district may, but is not required to, utilize the due process procedures to pursue the evaluation. However, if the district declines to pursue the evaluation, the district does not violate its child find obligations under state and federal law.

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the ~~informed~~ consent from the parent/guardian of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining ~~informed~~ consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student;
2. The rights of the parent/guardian of the student have been terminated in accordance with state law;
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student;

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related

services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code ~~56320~~, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (~~Education Code 56320~~; 34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist

5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. ([Education Code 56320](#); 34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting

4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

CSBA NOTE: The following section contains procedures for determining a student's eligibility for special education and related services. Education Code 56334-56338 and 34 CFR 300.307-300.311 provide additional procedures for conducting the evaluation and making the determination for eligibility of a student with specific learning disabilities.

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

CSBA NOTE: Education Code 56329 requires districts to provide notice about specific factors in making the determination of eligibility as part of the district's evaluation plan. See section above entitled "Initial Evaluation for Special Education Services."

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

CSBA NOTE: 34 CFR 300.502 requires the district to provide parents/guardians, upon request for an IEE, information about where an IEE may be obtained and the district's criteria for the evaluation, including the location of the evaluation, qualifications of the examiner, and timelines for obtaining the evaluation. These criteria must be the same as the criteria that the district uses for district-initiated evaluations. In addition, Education Code 56329 requires districts to provide notice about parent/guardian rights to an IEE as part of the proposed evaluation plan; see section above entitled "Initial Evaluation for Special Education Services." Districts may wish to modify the following section to include specific criteria developed by the district or special education local plan area, as appropriate.

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Coordinating Transitions

CSBA NOTE: Government Code 95008, as amended by SB 188 (Ch. 49, Statutes of 2022), requires each district to designate a main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of IDEA), including establishing practices to educate and support families during the transition.

The district designates the individual listed below as the main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of the federal Individuals with Disabilities Education Act), including establishing practices to educate and support families during the transition: (Government Code 95008)

Director of Student Services

(title or position)

435 Hillcrest Avenue, Pacific Grove, CA 93950

(address)

831-646-6523

(telephone number)

cdavies@pgusd.org

(email)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

CSBA NOTE: The following paragraph is for use by districts that offer grades K-1.

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

CSBA NOTE: The district's point of contact, identified pursuant to Government Code 95008, as amended by SB 188, for coordinating and completing the transition of a child and family from infant/toddler programs to preschool, may coordinate the reevaluation of children with disabilities who are in a preschool program and the progress of children who are determined to be eligible for less intensive special education programs, as described below.

The district's point of contact for coordinating and completing the transition of a child and family from infant/toddler programs to preschool, may coordinate the reevaluation and monitoring as described above for kindergarten or first grade.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3030-3031	Eligibility criteria
Ed. Code 44265.5	Professional preparation for teachers of impaired students
Ed. Code 56000-56885	Special education programs
Ed. Code 56043	Special education; timelines
Ed. Code 56195.8	Adoption of policies

Ed. Code 56300-56305	Identification of individuals with disabilities
Ed. Code 56320-56330	Assessment
Ed. Code 56333-56338	Eligibility for specific learning disabilities
Ed. Code 56340-56347	Individualized education program teams
Ed. Code 56381	Reassessment of students
Ed. Code 56425-56432	Early education for individuals with disabilities
Ed. Code 56441.11	Eligibility criteria; children ages 3-5
Ed. Code 56445	Transition to grade school; reassessment
Ed. Code 56500-56509	Procedural safeguards
Gov. Code 95000-95029.5	California Early Intervention Services Act
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1412	State eligibility
20 USC 1415	Procedural safeguards
34 CFR 104.35	Evaluation and placement
34 CFR 104.36	Procedural safeguards
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
34 CFR 300.301-300.306	Evaluations and reevaluations
34 CFR 300.323	When IEPs must be in effect
34 CFR 300.502	Independent educational evaluation of student with disability
34 CFR 303.1-303.734	Early Intervention Program for Infants and Toddlers with Disabilities
Management Resources	Description
California Department of Education Publication	California Practitioners' Guide for Educating English Learners with Disabilities, 2019
Court Decision	N.B. and C.B v. Hellgate Elementary School District (9th Cir. 2008) 541 F.3d 1202
Court Decision	Compton Unified School District v. Addison, (9th Cir. 2010) 598 F.3d 1181
Court Decision	Timothy O. v. Paso Robles Unified School District (9th Cir. 2016) 822 F.3d 1105
Court Decision	M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842
Court Decision	Hood v. Encinitas Union School District, (2007) 486 F.3d 1099

Federal Register	Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
U.S. Department Of Education Publication	Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021
U.S. Department Of Education Publication	Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021
U.S. Department of Education Publication	A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
3541.2	Transportation For Students With Disabilities
3552	Summer Meal Program
3552	Summer Meal Program
4112.23	Special Education Staff
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications

5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6120	Response To Instruction And Intervention
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.2	Animals At School
6163.2	Animals At School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families

6173.2

Education Of Children Of Military Families

6183

Home And Hospital Instruction

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Bylaw 9220: Governing Board Elections**Status:** ADOPTED

Original Adopted Date: 06/01/2006 | **Last Revised Date:** ~~07/12/01/2017~~2022 | **Last Reviewed Date:**
~~07/12/01/2017~~2022

Board Member Qualifications

CSBA NOTE: The following bylaw is optional. The filling of elective offices involves serious issues of constitutional and statutory concerns. Any district with questions related to local elections should consult CSBA District and County Office of Education Legal Services or district legal counsel.

Board Member Qualifications

CSBA NOTE: Education Code 35107 and Elections Code 20 detail eligibility for Governing Board membership as specified below. In 81 Ops.Cal.Atty.Gen. 98 (1998), the Attorney General opined that the residency requirement in Education Code 35107 is a continuing requirement for holding the office during the entire term of the Board member.

A person is who is not registered to vote is ineligible to hold public office if he/she is not registered to vote. Elections Code 2201 lists the causes for cancelling an individual's voter registration and making him/her that person ineligible to hold public office, including, but not limited to, legally established mental incompetency, proof that the person is presently imprisoned or on parole for conviction of a felony, or official notification that the voter is registered to vote in another country or state.

Any person is eligible to be a member of the Governing Board, without further qualifications, if he/she the person is 18 years of age or older, a citizen of California, a resident of the school district or, if applicable, the trustee area, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or elected as a Board member except when he/she the person has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

CSBA NOTE: Pursuant to Education Code 35107, a district employee elected to serve on the district Board must resign his/her from the employment before being sworn into office as a Board member.

Pursuant to Education Code 1006, employees of a school district are eligible to run for the county board of education seat as long as their school district employer is not within the jurisdiction of the county board.

A district employee elected to the Board shall resign his/her from district employment before being sworn in or shall have his/her the employment automatically terminated upon being sworn into office. (Education Code 35107)

CSBA NOTE: The following paragraph is optional. See CSBA's web site for information about school board service that may be shared with candidates.

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information

regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Recalling a Board Member

CSBA NOTE: The following section is optional. Government Code 1770 lists events that may create a vacancy in an elective office, including removal from office, while Elections Code 11000 provides for recall as the means for effecting such removal of a Board member. Pursuant to Elections Code 11006, recall proceedings may be initiated by the service, filing, and publication or posting of a notice of intention to circulate a recall petition by proponents who must be registered voters of the board member's electoral jurisdiction. Elections Code 11020, as amended by AB 2584 (Ch. 792, Statutes of 2022), specifies the number of proponents that must be listed on the notice, depending on the number of registered voters in the electoral jurisdiction involved.

A Board member may be recalled as permitted by Elections Code 11000. Proponents of a recall are required to serve, file, and publish or post a notice of intention to circulate the recall petition and to comply with other applicable law and formalities and county elections official directives. The petition, pursuant to Elections Code 11041, is required to be in the format provided by the Secretary of State and to include an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

CSBA NOTE: Pursuant to Elections Code 11242, as amended by AB 2584 (Ch. 792, Statutes of 2022), after the Board orders an election, the recall election must be held within the period specified in the following paragraph, unless an extension beyond the specified period is necessary in order to consolidate the recall election with a regularly scheduled election.

Within 14 days after the meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from the county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election.

Recall elections shall be conducted in accordance with Elections Code 11381-11386.

Consolidation of Elections

CSBA NOTE: The following optional section is for districts that currently hold their Board elections at a time that is not concurrent with municipal or statewide elections.

Education Code 5000 and Elections Code 1302 require the regular election of Board members to be held on the first Tuesday after the first Monday in November of each odd-numbered year. However, in accordance with Elections Code 1302 and 10404.5, districts are authorized to request consolidation of their Board elections with the local municipal or state primary or general election by adopting a Board resolution and submitting it to the County Board of Supervisors for approval. Within 30 days following approval by the County Board of Supervisors, the elections official will notify all registered voters in the district of the change of election date.

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election in accordance with Elections Code 1302.

CSBA NOTE: Pursuant to Elections Code 14051-14052, as added by SB 415 (Ch. 235, Statutes of 2015), districts are required to hold elections concurrent with statewide elections if holding nonconcurrent elections has previously resulted in a "significant decrease" in voter turnout. Pursuant to Elections Code 14051, a significant decrease has occurred when voter turnout for a regularly scheduled election held on a nonconcurrent date is at least 25 percent less than the average local turnout for the previous four statewide general elections. A district that holds Board elections other than on a statewide elections date may only delay the consolidation if, by January 1, 2018, it has adopted a plan to consolidate elections by November 8, 2022. It is recommended that districts with nonconcurrent elections review the voter turnout for their recent elections, consult with legal counsel, and, as necessary, prepare and approve a plan by January 1, 2018 to move their election to a statewide election date. For a further analysis of SB 415, see CSBA's "Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections."

Districts consolidating their elections due to low voter turnout should follow the procedures specified in Elections Code 1302, including the adoption of a Board resolution.

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections. The district shall move its election to the next state statewide election date, unless the Board has adopted a plan by January 1, 2018 to consolidate Board elections not later than the November 8, 2022 statewide general election. (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Elections Process and Procedures

CSBA NOTE: Any district that selects Option 2 or 3 should ensure that its decision is consistent with Elections Code 14025-14032 (the California Voting Rights Act (CVRA)), which prohibits the use of the "at-large" voting method for elections within jurisdictions with a history of "racially polarized voting" (i.e., difference between voters of a protected class and voters in the rest of the jurisdiction in the choice of candidates preferred). Any district seeking more information about the CVRA and its possible effects should consult legal counsel.

OPTION 1: (Election by trustee area)

The district is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)

OPTION 1 ENDS HERE

CSBA NOTE: Any district that selects Option 2 or 3 should ensure that its decision is consistent with Elections Code 14025-14032 (the California Voting Rights Act (CVRA)) which prohibits the use of the "at-large" voting method for elections within jurisdictions with a history of "racially polarized voting" (i.e., difference between voters of a protected class and voters in the rest of the jurisdiction in the choice of candidates preferred). Any district seeking more information about the CVRA and its possible effects should consult legal counsel.

OPTION 2: (Election using "at large" voting method)

~~Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.~~

OPTION 2 ENDS HERE

~~CSBA NOTE: The extent, if any, to which a district using the "from trustee area/hybrid" method (Option 3) is required to balance its trustee areas by population is unclear; see *Dusch v. Davis*. Any district using Option 3 should consult with legal counsel regarding whether to balance its trustee areas by population. *Davis*.~~

OPTION 3: (Election from trustee area/hybrid method)

~~Each Board member shall reside within the trustee area that he/she the Board member represents but shall be elected by all voters in the district.~~

OPTIONS 3 ENDS HERE

CSBA NOTE: The remainder of this section following paragraph is for districts using Option 2 or 3 and may be revised to reflect district practice. Such districts should periodically monitor the demographics within their geographical boundaries to ensure that no violation of the CVRA occurs. Any district found in violation of the CVRA could be held liable for attorneys' fees and legal costs. Elections Code 10010; as amended by AB 350 (Ch. 737, Statutes of 2016), requires that a prospective plaintiff send written notice to the district prior to filing a complaint alleging that the method of election violates the CVRA so that the district will have the chance to cure any potential violations before the commencement of litigation. Even if the district cures the alleged violations, it may be required to pay reasonable costs incurred in supporting the written notice.

To ensure ongoing compliance with the California Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

CSBA NOTE: Converting from an "at-large" (Option 2) to a "by trustee area" (Option 1) voting method involves complex issues of law regarding matters such as the redrawing of maps, required approvals, and transition dates. Elections Code 10010; as amended by AB 350 (Ch. 737, Statutes of 2016), requires the Board to hold hearings before and after drawing maps of the proposed district boundaries to allow for public input. If Board members will be elected at different times for staggered terms of office, hearings held after publishing the draft map(s) are required to include an opportunity for public input regarding the proposed sequence of elections. Any district that is considering switching to a "by trustee area" election method should consult legal counsel as necessary.

~~When the district's election method is to be changed, the Board determines that a change is necessary, it shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an~~

open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.

CSBA NOTE: The remainder of this section is for all districts. The Attorney General opined in 105 Ops.Cal.Atty.Gen. 182 (2022) that when the boundaries of a district's trustee areas are adjusted or the district changes from "at-large elections" to "by-trustee area elections," and a vacancy then arises in a seat held by a Board member whose term of office began prior to the change in boundaries or election method, the vacancy should be filled using the boundaries or election method by which the incumbent Board member was elected. Any district that has already adopted a "by-trustee" election method should revise the following paragraph accordingly.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "by-trustee area" election method or trustee area boundaries have been adjusted.

CSBA NOTE: Pursuant to Education Code 5091, as amended by SB 1061 (Ch. 831, Statutes of 2022), any petition for a special election must contain the county elections official's estimate of the cost of conducting the special election, expressed on a per-student basis.

Any petition for a special election ordered pursuant to Education Code 5091 shall contain the county election official's estimate of the cost of conducting the special election, expressed on a per-student basis. (Education Code 5091)

Campaign Conduct

CSBA NOTE: Education Code 35177 has long authorized boards, by resolution, to limit campaign expenditures and/or contributions for candidates in board elections. However, in June 2006, the U.S. Supreme Court held in *Randall v. Sorrell* that limits on campaign expenditures are unconstitutional and violate a candidate's right to free speech. The court did hold that limits on contributions to candidates could be constitutional if such limits are not overly restrictive, allow candidates to compete in the race, and do not operate to protect incumbents. However, because Education Code 35177 provides no mechanism for the district to enforce any contribution limits set by the Board, such limits would be completely voluntary, and other candidates and/or the Board would have no recourse in the event of noncompliance by a candidate. It is strongly recommended that, before adopting voluntary contribution limits under the authority granted in Education Code 35177, the Board consult CSBA District and County Office of Education Legal Services or district legal counsel, in order to ensure that the district's limits satisfy legal restrictions.

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

CSBA NOTE: The following paragraph is optional. Government Code 85300 generally prohibits the expenditure of public funds for the purpose of seeking elective office. However, as amended by SB 1107 (Ch. 837, Statutes of 2016), Government Code 85300 permits a candidate to expend or accept public funds for the purpose of seeking elective office if the Board establishes a dedicated fund for that purpose, provided that both (1) the public funds are available to all qualified, voluntarily participating candidates for the same office without regard to incumbency or political party preference, and (2) the Board has established criteria for determining a candidate's qualifications. For school board elections, candidate qualifications are specified in state law (see section "Board Member Qualifications" above), and districts should not establish additional qualification requirements. ~~It is recommended that the district consult legal counsel when establishing a dedicated fund for those seeking election to the Board.~~

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

CSBA NOTE: Pursuant to Elections Code 20440, county election officials are required to present each candidate running for public office with a voluntary Code of Fair Campaign Practices for the candidate to sign. The pledge states the candidate's intent to conduct ~~his/her~~the campaign openly and fairly and provides that the candidate may not use or permit negative prejudice based on another candidate's race, religion, physical or mental disability, sex, gender, gender identity, gender expression, sexual orientation, or any other prohibited category of discrimination listed in Government Code 12940. Although neither the district nor opposing candidates have authority to enforce the pledge if it is violated, a candidate's signature is a matter of public record. The following optional paragraph expresses the Board's desire that candidates for Board membership sign and abide by the terms of the pledge.

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or ~~his/her~~ designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

CSBA NOTE: Pursuant to Elections Code 13307, the candidate statement is limited to 200 words (Option 1 below), unless the Board has authorized an increase to a 400-word maximum (Option 2 below).

OPTION 1: (200 Words Limit)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

OPTION 1 ENDS HERE

OPTION 2: (400 Words Limit)

~~Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. (Elections Code 13307)~~

OPTION 1 ENDS HERE

OPTION 2: Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 400 words. (Elections Code 13307)

OPTION 2 ENDS HERE

CSBA NOTE: The following optional paragraph is for use by any district that authorizes electronic distribution of candidate statements in addition to or instead of the mailed voter's pamphlet. Pursuant to Elections Code 13307, a voter may receive by mail a voter's pamphlet that contains candidate statements or, when authorized by the elections official, may opt to obtain the voter's pamphlet and related materials electronically (i.e., from the elections official's web site or via email). If a candidate chooses to submit a statement for electronic distribution only, it will not appear in the mailed voter's pamphlet.

When electronic distribution is authorized by the elections official, districts may choose, pursuant to Elections Code 13307, as amended by AB 2010 (Ch. 128, Statutes of 2016), ~~whether or not~~ **whether** to permit Board candidates to prepare a statement for electronic distribution. The following paragraph may be revised to reflect district practice.

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

CSBA NOTE: Prior to the beginning of the nominating period, Elections Code 13307, as amended by AB 2010 (Ch. 128, Statutes of 2016), requires the Board to determine whether to have the district assume the costs of producing candidate statements or to charge candidates for the costs, regardless of whether the statements are for hard copy or electronic distribution. In 85 Ops.Cal.Atty.Gen. 49 (2002), the Attorney General opined that Elections Code 13307, which authorizes the district to pay for the distribution of candidate statements **for nonpartisan elective offices**, does not conflict with Education Code 7054, which prohibits the use of district resources for campaign purposes. According to the Attorney General, distributing campaign statements cannot be considered campaigning for any particular candidate in a partisan manner so as to conflict with the Education Code prohibition.

Option 1 below is for districts that assume the costs associated with producing candidate statements, and Option 2 is for districts that charge candidates for the costs. The following options may be revised to reflect the method of distribution (i.e., electronic and/or hard copy) used by the district.

OPTION 1: ~~In order to help defray the costs of campaigning for the Board, the~~ **Candidate Statement Paid by District**

~~The~~ district shall pay the cost of printing, handling, translating, mailing, and/or electronically distributing candidate statements filed pursuant to Elections Code 13307.

OPTION 1 ENDS HERE

~~OPTION 2: (Candidate Statement Paid by Candidate)~~

~~The district shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the hard copy and/or electronic voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.~~

OPTION 2 ENDS HERE

Tie Votes in Board Member Elections

CSBA NOTE: Education Code 5016 requires the Board to decide, before conducting any election, whether a potential tie will be resolved by lot or by a runoff election. Option 1 provides for the use of lots to determine the winner in case of a tie in every election, Option 2 provides for a runoff election in every election, and Option 3 is for use by districts that will make this determination prior to each election.

Education Code 5016 requires the County Superintendent of Schools to provide certification of a tie vote in an election to the district Board.

OPTION 1: (Tie Decided by Lot)

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

OPTION 1 ENDS HERE

~~**OPTION 2: (Tie Decided by Runoff Election)**~~

~~Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall schedule a runoff election in accordance with law. (Education Code 5016)~~

~~**OPTION 2 ENDS HERE**~~

~~**OPTION 3: (Tie Decided Based on Board Determination Prior to Each Election)**~~

~~Before each election, the Board shall decide whether to resolve a potential tie by lot or by a runoff election. If the Board has decided to resolve a tie by lot, the Board shall, immediately after the election, notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. If the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)~~

~~**OPTION 3 ENDS HERE**~~

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 2, Section 2	Voters; qualifications
CA Constitution Article 7, Section 7	Conflicting offices
CA Constitution Article 7, Section 8	Disqualification from office
Ed. Code 1006	Prohibition against school district employees serving on county board of education

Ed. Code 35107	School district employees
Ed. Code 35177	Campaign expenditures or contributions
Ed. Code 35239	Compensation of governing board member of districts with less than 70 ADA
Ed. Code 5000-5033	Election of school district board members
<u>Ed. Code 5091</u>	<u>Vacancies; petition for special election</u>
Ed. Code 5220-5231	Elections
Ed. Code 5300-5304	General provisions (}; conduct of elections}
Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5380	Compensation (of ; election officer}
Ed. Code 5390	Qualifications of voters
Ed. Code 5420-5426	Cost of elections
Ed. Code 5440-5442	Miscellaneous provisions
Ed. Code 7054	Use of district property; campaign purposes
Elec. Code 10010	District boundaries
Elec. Code 10400-10418	Consolidation of elections
Elec. Code 10509	Notice of election by secretary
Elec. Code 10600-10604	School district elections
<u>Elec. Code 11000</u>	<u>Recall of officers</u>
Elec. Code 1302	Local elections; school district election
Elec. Code 13307	Candidate's statement
Elec. Code 13308	Candidate's statement contents
Elec. Code 13309	Candidate's statement; indigence
Elec. Code 14025-14032	California Voting Rights Act
Elec. Code 14050-14057	California Voter Participation Rights Act
Elec. Code 20	Public office eligibility
Elec. Code 20440	Code of Fair Campaign Practices
Elec. Code 2201	Grounds for cancellation
Elec. Code 4000-4008	Elections conducted wholly by mail
Gov. Code 1021	Conviction of crime
Gov. Code 1097	Illegal participation in public contract

Gov. Code 12940	Unlawful discriminatory employment practices
<u>Gov. Code 1770</u>	<u>Vacancy of office</u>
Gov. Code 81000-91014	Political Reform Act of 1974
Pen. Code 424	Embezzlement and falsification of accounts by public officers
Pen. Code 661	Removal for neglect or violation of official duty
Pen. Code 68	Bribes
Pen. Code 74	Acceptance of gratuity
Federal	Description
52 USC 10301-10508	Voting Rights Act
Management Resources	Description
<u>Attorney General Opinion</u>	<u>105 Ops.Cal.Atty.Gen. 182 (2022)</u>
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 290 (1986)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 98 (1998)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 181 (2000)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 49 (2002)
CSBA Publication	Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections, January 2017
Court Decision	Dusch v. Davis (1967) 387 U.S. 112
Court Decision	Randall v. Sorrell (2006) 126 S.Ct. 2479
Court Decision	Rey v. Madera Unified School District (2012) 203 Cal. App. 4th 1223
Court Decision	Sanchez v. City of Modesto (2006) 145 Cal. App. 4th 660
Website	CSBA District and County Office of Education Legal Services
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	California Secretary of State's Office
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
9005	Governance Standards
9110	Terms Of Office
9223	Filling Vacancies
9224	Oath Or Affirmation

9230	Orientation
9240	Board Training
9270	Conflict Of Interest
9270-E (1)	Conflict Of Interest
9320	Meetings And Notices

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Bylaw 9223: Filling Vacancies**Status:** ADOPTED

Original Adopted Date: 09/01/1989 | **Last Revised Date:** 08/12/01/2014/2022 | **Last Reviewed Date:** 08/12/01/2014/2022

Events Causing a Vacancy

A vacancy on the Governing Board may occur for arise from any of the following events:

1. The death of an incumbent (Government Code 1770)
2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of his/her the office for the remainder of his/her the term (Government Code 1770)
3. A Board member's resignation (Government Code 1770)

A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. A Board member may not defer the an effective date of his/her resignation for more than 60 days after he/she files the date the resignation is filed with the County Superintendent. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090, 5091)

4. A Board member's removal from office; ~~including~~ by recall (Elections Code ~~11384~~ 11000; Government Code 1770)
5. A Board member's ceasing to be a resident of the district (Government Code 1770)

CSBA NOTE: The following paragraph is for use by districts that have established trustee areas. In 105 Ops.Cal.Atty.Gen 182 (2022), the Attorney General has opined that when the boundaries of a district's trustee areas are adjusted or the district changes from "at-large elections" to "by-trustee area elections," and a vacancy then arises in a seat held by a Board member whose term of office began prior to the change in boundaries or election method, the vacancy should be filled using the boundaries or election method by which the incumbent Board member was elected. See BB 9220 - Governing Board Elections.

6. A vacancy on the Board also occurs when ~~a~~ A Board member ceases to inhabit the trustee area ~~which he/she represents~~ represented on the Board. (58 Ops.Cal.Atty.Gen. 888 (1975))

However, a vacancy does not arise when the district adjusts the trustee area boundaries or changes from "at-large" to "by-trustee area" election method during a Board member's term.

7. A Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)
 - a. Upon district business with the approval of the Board
 - b. With the consent of the Board for an additional period not to exceed a total absence of 90 days

CSBA NOTE: AB 334 (Ch. 54, Statutes of 2011) amended Government Code 1064 to authorize the Governing Board to extend an out-of-state absence for an unlimited duration when the absence is due to illness or other urgent necessity.

- c. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board.
- d. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard

If the absence of the Board member for this purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve in ~~his/her~~ during the absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

- 8. A Board member's ceasing to discharge the duties of ~~his/her~~ the office for the period of three consecutive months, except when prevented by illness or when absent from the state with the permission required by law (Government Code 1770)

CSBA NOTE: Board members forfeit office and, in some cases, are disqualified from holding public office upon conviction of designated crimes as specified in the Constitution and various other state laws. Examples of crimes that result in forfeiture of office include, but are not limited to, convictions for felonies, offenses that involve a violation of official duties, bribery, selling appointments, intoxication in the discharge of official duties, misuse of public funds, conflict of interest violations, and a false claim of receipt of any military decoration or medal.

- 9. A Board member's conviction of a felony or any offense involving a violation of ~~his/her~~ official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)
- 10. A Board member's refusal or neglect to file ~~his/her~~ the required oath within the time prescribed (Government Code 1770)
- 11. The decision of a competent tribunal declaring void a Board member's election or appointment (Government Code 1770)
- 12. A Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)

CSBA NOTE: Pursuant to Education Code 5090, a vacancy is declared when there has been a "failure to elect," meaning that the County Registrar of Voters has determined that an election will not be held because either no candidate or an insufficient number of candidates have filed to run for a Board seat(s). Education Code 5328 authorizes the Board to make an appointment in such circumstances.

- 13. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months of the end of a Board member's term, the Board shall take no action. (Education Code 5093)

CSBA NOTE: Pursuant to Education Code 5091, when a vacancy occurs or when a deferred resignation has been filed four or more months before the end of a Board member's term, the Board shall take action, as specified below. In the event that the Board fails to make a provisional appointment or order an election within 60 days, the County Superintendent of Schools must call an election to fill the vacancy.

- ~~3.2.~~ When a vacancy occurs longer than four months before the end of a Board member's term, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment, unless a special election is mandated as described in item #3 below. When a vacancy occurs from six months to 130 days before a regularly scheduled Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which ~~he/she~~ the person was elected to fill. (Education Code 5093)

3. When a vacancy occurs outside of the statutory time windows identified in Items #1 and #2 above, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment. (Education Code 5091, 5093)

Eligibility

CSBA NOTE: Persons applying or nominated for a Board position must meet the legal qualifications for Board members as detailed in Education Code 35107. Education Code 35107 also provides that a district employee appointed or elected to the Board must resign ~~his/her~~ from district employment before being sworn in or ~~have his/her~~ the employment will be automatically terminated upon being sworn into office. See BB 9220 - Governing Board Elections.

In order to be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code 35107, as described in BB 9220 - Governing Board Elections.

Provisional Appointments

CSBA NOTE: The following optional paragraph should be modified to reflect district practice. The Board is authorized to make a provisional appointment to fill a vacancy pursuant to ~~item #2~~ item #3 in the section ~~above entitled "Timelines for Filling a Vacancy."~~ above. The law does not specify procedures for making provisional appointments for vacancies caused by reasons other than a failure to elect; however, such procedures must comply with the requirements of the Brown Act (Government Code 54950-54963). Secret ballots are prohibited by Government Code 54953.

~~The following optional paragraph should~~ In addition, only an individual who meets the eligibility requirements specified in Education Code 35107 may be modified appointed to reflect district practice. fill a vacancy.

See CSBA's publication ["Filling a Board Vacancy"](#) for additional information about provisional appointments, including sample questions for interviewing and evaluating candidates.

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote.

Within 10 days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

The notice shall contain: (Education Code 5092)

1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation
2. The full name of the appointee
3. The date of appointment
4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, it shall become an effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

CSBA NOTE: Pursuant to Education Code 5091, the County Superintendent of Schools is required to terminate a provisional appointment and order a special election if, within 30 days of the appointment, a petition requesting a special election to fill the vacancy is submitted by registered voters. Pursuant to Education Code 5091, as amended by SB 1061 (Ch. 831, Statutes of 2022), any such petition for a special election must contain the county elections official's estimate of the cost of conducting the special election, expressed on a per-student basis. Education Code 5091, as amended, also requires such special election to be conducted not less than 88, nor more than 125, days following the County Superintendent's order of the election, unless the election may be consolidated with a regularly scheduled election which is to take place within 180 days after the issuance of the County Superintendent's order. For the conduct of Board elections, See BB 9220 – Governing Board Elections.

If within 30 days of the Board's appointment, registered voters of the district or, where elections are by trustee areas, of the trustee area submit a petition for special election which the County Superintendent determines to be legally sufficient, the provisional appointment is terminated, and a special election shall be held in accordance with Education Code 5091 to fill the vacancy.

Appointment Due to Failure to Elect

CSBA NOTE: The following procedure applies when an appointment is being made because of a failure to elect pursuant to Education Code 5090, 5326, and 5328 (item ~~tem~~ #12 in section entitled "Events Causing a Vacancy" above).

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and a district election will not be held, the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the district election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the district shall publish a notice once in a newspaper of general circulation published in the district, or if no such newspaper exists, in a newspaper having general circulation within the district. This notice shall state that the Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures for "Provisional Appointments," as specified above.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35107	School district employees
Ed. Code 35178	Resignation with deferred effective date
Ed. Code 5000-5033	Election of school district board members
Ed. Code 5090-5095	Vacancies on the board
Ed. Code 5200- 5208	Districts governed by boards of education
Ed. Code 5300-5304	General provisions (i conduct of elections)
Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5420-5426	Cost of elections
Ed. Code 5440-5442	Miscellaneous provisions
Elec. Code 10600-10604	School district elections
Elec. Code 11381 <u>11000</u> -11386	Candidates for recall
Gov. Code 1064	Absence from state
Gov. Code 1770	Vacancy on the board
Gov. Code 3000-3003	Forfeiture of office
Gov. Code 3060-3075	Removal other than by impeachment
Gov. Code 54950-54963	The Ralph M. Brown Act

Gov. Code 6061

Manner of notice as prescribed in designated section

Pen. Code 88

Bribery; forfeiture from office

Federal

Description

18 USC 704

Military medals or decorations

Management Resources

Description

[Attorney General Opinion](#)

[105 Ops.Cal.Atty.Gen 182 \(2022\)](#)

Attorney General Opinion

58 Ops.Cal.Atty.Gen. 888 (1975)

CSBA Publication

Filling a Board Vacancy, rev. ~~December 2010~~ [2022](#)

Website

CSBA District and County Office of Education Legal Services

Website

California State Attorney General's Office, Quo Warranto Applications

Website

CSBA

Cross References

Code

Description

1340

Access To District Records

1340

Access To District Records

9100

Organization

9110

Terms Of Office

9130

Board Committees

9220

Governing Board Elections

9222

Resignation

9224

Oath Or Affirmation

9230

Orientation

9323.2

Actions By The Board

9323.2-E (1)

Actions By The Board

9323.2-E (2)

Actions By The Board

CSBA Sample District Policy Manual
CSBA Sample Manual Site

Bylaw 9323: Meeting Conduct**Status:** ADOPTED

Original Adopted Date: 11/01/2006 | **Last Revised Date:** ~~10/12/01/2019~~2022 | **Last Reviewed Date:** ~~10/12/01/2019~~2022

CSBA NOTE: Education Code 35010 mandates the Governing Board to "prescribe and enforce" rules for its own governance. These rules must not be inconsistent with law or with regulations prescribed by the State Board of Education. The following bylaw provides suggested rules and procedures for meeting conduct and reflects provisions of law as applicable.

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

CSBA NOTE: The law does not specify that a particular set of procedures must govern Board meetings. Although Robert's Rules of Order can serve as a useful guide, the Board may adopt any procedure that allows for the efficient and consistent conduct of meetings.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

CSBA NOTE: The following optional paragraph limits the length of Board meetings and should be revised to reflect district practice.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned **at by 10:00 p.m.** unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, **if necessary, may** subsequently may be adjourned to a later date.

CSBA NOTE: In *Rubin v. City of Burbank*, an appellate court held that inclusion of "sectarian prayer" at city council meetings, which communicated a preference for a particular religious faith and advanced one faith over another, was unconstitutional by directing the prayer "in the name of Jesus." The court held that it would be constitutional to require the city to advise those people conducting the prayer of this limitation. This opinion is consistent with an unpublished 9th Circuit federal court opinion which stated that an invocation "in the name of Jesus" was unconstitutional in that it displayed allegiance to a particular faith.

Some general guidelines for invocations can be found in an Attorney General's opinion (76 Ops.Cal.Atty.Gen. 281 (1993)) which stated that a county board of supervisors could open its sessions with an invocation when the invocation is (1) not required by law as a condition to the official proceedings, (2) not part of the deliberative agenda, (3) not offered, supervised, or approved as to content by a public officer, (4) not officially limited to a particular religion, (5) not

disparaging of others, and (6) not directed towards proselytizing. However, because this is an unsettled area of law that is subject to frequent litigation, it is strongly recommended that districts consult [CSBA District and County Office of Education Legal Services or district](#) legal counsel if they wish to open meetings with an invocation. Note that a different legal analysis applies to student-led or student-initiated prayer; see BP 5127 - Graduation Ceremonies and Activities.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

CSBA NOTE: ~~According to an~~ [The Attorney General opinion \(opined in 61 Ops.Cal.Atty.Gen. 243 \(1978\)\)](#), [that](#) members of a public body have a duty to vote on issues before them so that the public is represented and receives the services which the public body was created to provide. Issues arise when a motion is tied and one Board member has abstained. The general parliamentary rule is that an abstention is counted as agreeing with the action taken by the majority of those who vote, whether affirmatively or negatively (66 Ops.Cal.Atty.Gen. 336 (1983)). However, a stronger argument could be made that the parliamentary rule is in conflict with Education Code 35164 which requires a majority vote of all of the membership of the Board in order for the Board to act (i.e., a majority of all of the membership of the Board must vote affirmatively in order to approve any action). In 55 Ops.Cal.Atty.Gen. 26 (1972), the Attorney General opined that, when a statutory requirement exists that requires an affirmative action of at least a majority of the members of the Board, the general rule that members not voting were deemed to have agreed with the action taken by the majority of those that voted is not applicable.

The following optional paragraph is consistent with CSBA's opinion that a majority of the Board must vote affirmatively for a motion to carry, but the law is not settled and contrary legal opinions may exist. It is strongly recommended that the district consult with [CSBA District and County Office of Education Legal Services or district](#) legal counsel and modify the following paragraph to ensure consistency with district practice.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

CSBA NOTE: The following paragraph applies only to districts with seven member boards and should be deleted by districts with a three or five member board.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

CSBA NOTE: Pursuant to Government Code 54953.3, members of the public cannot be required to register their names, complete a questionnaire, or provide other information as a condition of attending a Board meeting-, [except that if the meeting is conducted using remote public](#)

participating or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider. If an attendance list or similar document is posted near the entrance or circulated during the meeting, it must clearly state that signing or completing the document is voluntary.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

CSBA NOTE: Education Code 35145.5 mandates the Board to adopt regulations which ensure that the public can address the Board regarding agenda items, as specified below.

District employees have the same right as members of the public to address the Board during a public Board meeting. In 90 Ops.Cal.Atty.Gen. 47 (2007), the Attorney General opined that, under the Ralph M. Brown Act, an administrative district employee cannot be prohibited from attending a Board meeting or from speaking during the public comment period, including comments on an employment-related issue.

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the

public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

CSBA NOTE: Government Code 54954.3 authorizes reasonable regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker. Such reasonable regulations must ensure that the intent of allowing the public an adequate opportunity to speak to the Board is carried out. The following paragraph should be revised to reflect district practice.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

CSBA NOTE: The following optional item addresses the issue of specific charges or complaints against district employees in open Board meetings. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit criticisms of the district and its employees, no matter how harsh. Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.

In *Baca v. Moreno Valley Unified School District*, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the

content of her speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. It is recommended that the Board consult [CSBA District and County Office of Education Legal Services or district](#) legal counsel if a question arises regarding public criticism of a district employee.

- c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

CSBA NOTE: As provided in item #7 below, Government Code 54957.9 authorizes the Board to remove persons who willfully disrupt or disturb a meeting. Examples of disruptive conduct might include conduct that is extremely loud, disturbing, or creates a health or safety risk. In *McMahon v. Albany Unified School District*, the court held that a speaker's constitutional rights were not violated when he was removed from a Board meeting after dumping a substantial amount of garbage on the floor of the meeting room. Because the speaker was not removed based on the content of his speech, the court upheld his conviction for a willful disruption of a public meeting. In *City of San Jose v. Garbett*, the court held that a legislative body may exclude from a meeting a person who has expressed a credible threat of violence that would place reasonable persons in fear for their safety or the safety of their immediate family and that serves no legitimate purpose.

However, the courts have found that a person's conduct must actually disrupt the meeting in order to warrant ejection. In *Norse v. City of Santa Cruz*, the court held that the city council improperly ejected a member of the public who gave the council a silent Nazi salute, on the grounds that the action did not interfere with the proceedings of the meeting.

- 7. ~~The Board president shall not permit any disturbance or willful interruption~~actual disruption of Board meetings. ~~Persistent~~Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board-

~~The Board may remove disruptive individuals and~~ and remove the individual from the meeting.

CSBA NOTE: Government Code 54957.95, as added by SB 1100 (Ch. 171, Statutes of 2022), authorizes the presiding member of the Board or designee to remove an individual for disrupting a Board meeting, and establishes a procedure for warning the individual prior to removal, as specified below. However, no warning is required before removing an individual if their behavior constitutes a use of force or a true threat of force.

Because of the potential impact on the public's access to open meetings, it is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding the procedures for removing a disruptive individual, or if an individual's behavior warrants removal from a meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after

being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

7. True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

CSBA NOTE: Government Code 54953.5 provides that any person attending an open meeting may record it with an audio or video recorder or a still or motion picture camera unless the Board makes a reasonable finding that the recording cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. Government Code 54953.6 requires a similar finding before the Board can prohibit or restrict a broadcast of its meetings.

The following paragraph extends the right to record an open meeting to include recordings made by other devices such as a cell phone.

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would

persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

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Policy Reference Disclaimer:

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State	Description
CCP. 527.8	Workplace violence safety
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35145.5	Agenda; public participation; <u>and</u> regulations
Ed. Code 35163	Official actions; <u>minutes and journal</u>
Ed. Code 35164	Actions by majority vote
Ed. Code 35165	Effect of vacancies upon majority and unanimous votes by seven member board
Ed. Code 5095	Powers of remaining board members and new appointees
<u>Elec. Code 18340</u>	<u>Prevention or hinderance of electors assembling in public meeting</u>
Gov. Code 54953.3	Prohibition against conditions for attending a board meeting <u>Meetings to be open and public; remote attendance</u>
Gov. Code 54953.5	Audio or video recording of proceedings
Gov. Code 54953.6	Broadcasting of proceedings
Gov. Code 54954.2	Agenda posting requirements; <u>board actions</u>
Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54957	Closed session personnel matters
Gov. Code 54957.9	Disorderly conduct of general public during meeting; clearing of room
<u>Gov. Code 54957.95</u>	<u>Opening meetings; orderly conduct</u>
Pen. Code 403	Disruption of assembly or meeting
Management Resources	Description
Attorney General Opinion	55 Ops.Cal.Atty.Gen. 26 (1972)
Attorney General Opinion	61 Ops.Cal.Atty.Gen. 243, 253 (1978)

Attorney General Opinion	63 Ops.Cal.Atty.Gen. 215 (1980)
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 336 (1983)
Attorney General Opinion	76 Ops.Cal.Atty.Gen. 281 (1993)
Attorney General Opinion	90 Ops.Cal.Atty.Gen. 47 (2007)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719
Court Decision	City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526
Court Decision	McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275
Court Decision	Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966
Court Decision	Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings, 2018
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
1000	Concepts And Roles
1100	Communication With The Public
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
3100	Budget
3100	Budget

3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3312	Contracts
9005	Governance Standards
9100	Organization
9121	President
9130	Board Committees
9200	Limits Of Board Member Authority
9230	Orientation
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board
9323.2-E(2)	Actions By The Board
9324	Minutes And Recordings

- 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 2023-24 Single Plan for Student Achievement (SPSA)

DATE: June 1, 2023

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2023-24 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 2023-24 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 8-31: 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, and MAP assessment results.
- Pages 32-67: SPSA Goals: 1) PGUSD LCAP Career Exploration, 2) PGUSD LCAP Social-Emotional Learning Supports, 3) PGUSD LCAP English Language and Math intervention and assessments progress monitoring, and 4) RHD Safety Goals.
-

FISCAL IMPACT:

- Page 68 Details Site Funds and Donations that will be provided to achieve goals in 2023-2024 SPSA: \$47,367 Each activity provides amounts and purpose for spending from pages 32-67. Some expenditures may not occur if CA grant opportunities are not provided like they were in 2022-2023.

School Year: 2023-24



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 8, 2023	June 1, 2023

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, 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 2022-23 CA Healthy Kids Student Survey provided RHD results whereas Staff and Parent Results were district-wide:

- Increase of 5th-grade participants from 61% to 69%
- Increase from 68% to 78% of 5th graders feeling like they were treated fairly after breaking rules.
- Connectedness to school has remained relatively the same from 2019-2020 to 2022-2023: 82% to 80%.
- School boredom decreased by 1% to 33% overall of those 5th graders feeling this way.
- High expectations from adults in school increased 5% to 90%.
- Meaningful participation increased 6% to 46%.
- Students feeling like they are treated fairly when they break the rules increased 11% to 78%.
- Students treated with respect by adults increased 9% to 92%.
- School Bullying issues on the survey decreased significantly: Being Hit or Pushed decreased 14%, Having Mean Rumors Spread About You decreased 22%, Being Called Bad Names or Being the Target of Mean Jokes decreased 16%, and Cyberbullying decreased 17%.

Results that have increased or decreased and show concerns are:

- Students feeling safe at school decreased from 85% to 80%.
- The increase from 14% to 16% of 5th-grade students experiencing sadness.
- Increase from 20% to 26% of 5th graders not feeling part of the school or proud to be a part of it.
- Facilities Upkeep decreased by 8% to 88%.
- Alcohol or drug use increased by 7% to 29%.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

24 official observations occurred for temporary, probationary, and permanent staff. It was made clear that these staff members are continuing to provide excellent lessons for RHD students that follow the tenets of Visible Learning. New staff have embraced SWUN math and focused on SEL/Toolbox lessons. Veteran staff are supporting students in Intervention and homeroom classrooms with interactive lessons that provide small group work and SEL brain breaks that have helped all students return to campus for a full weekly and daily schedule.

Compared with 2021-2022, the number of students struggling with Social-Emotional issues in 2022-2023 in and out of the classroom decreased significantly.

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)

Measures for Academic Progress (MAP) Growth Reading, Language, and Math Assessments were conducted for 3rd, 4th, and 5th grades in lieu of SBAC/CAASPP assessments in May 2021 for a baseline.

All results are grade-level averages based on cohorts of students that scored Average, Above Average, or High (Approximately 50%ile to 100%ile) from Fall 2021 to Spring 2023:

3rd grade Math: 80%ile to 93%ile; Reading: 82%ile to 77%ile

4th grade Math: 79%ile to 82%ile; Reading: 82%ile to 88%ile

5th grade Math: 78%ile to 74%ile; Reading: 90%ile to 87%ile

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments are conducted for all Kindergarten through 5th-grade students each year.

All results are based on the beginning of the year to end of year percentage scores for students scoring in Green or Blue Core Support (Tier One Classroom Support):

Kindergarten: 51% to 65%

1st Grade: 58% to 60%

2nd Grade: 71% to 77%

3rd Grade: 85% to 82%

4th Grade: 78% to 70%

5th Grade: 71% to 73%

All students that measured Red (Intensive Support) and some that measured in Yellow (Strategic Support) qualified for Intervention services. Additionally, EL and SPED students received intervention services based on their ELPAC and IEP assessment results, respectively.

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

Teachers did have access to DIBELS Reading and MAP ELA and math results in September, February, and March to use for classroom small group intervention instruction.

1st Grade: MAP, Dibels, Superkids, and SWUN assessments used for small group creation and instruction. Also used to determine intervention needs.

2nd Grade: Based on math MAP assessments students were pulled for small group support. Using DIBELS data gives 2nd grade the best predictor of reading skills, these assessments help guide grade level's focus during phonics instruction. Small group rotations have given 2nd-grade opportunities for more targeted instruction. The 2nd-grade team believes switching to K-2 MAP assessment would give a better picture of students' foundational skills and abilities.

3rd Grade: DIBELS, MAZE, MAP, Benchmark, and SWUN assessments in addition to informal observations and assessments used for small-group formation and intervention. No shared prep time this year, so each class did its own Swun unit assessments with no adjustment to this adopted curriculum.

4th Grade: Created small groups, organized re-teach lessons, tracked scholars that need additional resources, created additional skills/concepts practice opportunities, and identified those that need more challenging work

RHD will need to create a method to collect curriculum-embedded assessment results from all grade levels for Superkids (Primary, K-2nd), Benchmark ELA (3rd-5th), and SWUN Math (Kindergarten-5th), along with collecting results of how grade levels are making decisions to modify instruction.

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 and receive Big Five Safety Protocol training.

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

District-wide Social-Emotional Learning (SEL) and Cultural Proficiency professional development was provided to all credentialed and classified staff; five staff members from each district site also continued to receive additional training to create and implement a district Equity Plan starting in 2023-2024. Additional training occurred in eSpark and every staff member in PGUSD was provided "The Book of Joy" and invited to attend a discussion with the author.

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

eSpark and MAP assessment representatives led introduction sessions for staff. PGUSD PG Tech staff led sessions covering the Synergy student information system.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Early release Thursdays provided collaboration opportunities for all grade levels.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Most pacing guide agreements for grade levels were decided during the 2020-2021 school year involving Forest Grove and Robert Down Elementary teachers from all grade levels. Forest Grove and Robert Down representatives participated in a Social Studies pilot of Studies Weekly in 2021-2022 with the PGUSD Board of Education approving the curriculum for 2022-2023 use. The PGUSD Curriculum Dept. and site Science representatives decided to wait for the Science Scopes pilot to be postponed - a decision on when a new science Adoption will take place has not been decided; until then, all teachers have access to Mystery Science and are provided a stipend for science materials through the Curriculum Dept.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms focus on ELA (Superkids/Benchmark/Novel Studies) and SWUN Math instruction daily. RHD meets the CA Ed Code requirement for instructional minutes: 46,605 for Kindergarten and 54,195 for grades 1st – 5th (36,000 -Kindergarten, 50,400 – 1st through 3rd, and 54,000 – 4th and 5th required).

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. Social Studies was adopted and implemented in 2022-2023. Science was vetted during 2019-20 and it has not been determined when it will begin.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

118 K-5 students were served by Intervention up through the Winter MAP assessment period. 53 of these students graduated out of Intervention Tier-2 services (45%).

PGUSD provides one 1.0 FTE RHD Intervention teacher and added one 0.5 Temporary position after Winter Break and an additional Temporary 5th grade math intervention teacher began services in March 2022.

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. SWUN Math curriculum follows the tenants of Visible Learning and all teaching staff have been trained to deliver lessons in this manner.

Parental Engagement

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

Additional funding continued for an additional 0.5 intervention teacher for the 2022-2023 school year.

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)

Educational Partner 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 2022-2023 SPSA on May 9, 2022. Regular monthly meetings occurred on 08/29/2022, 09/19/2022, 10/17/2023, 11/14/2022, 12/12/2022, 01/23/2023, 02/21/2023, 03/20/2023, 04/17/2023, 05/08/2023. All Site Council agendas are sent via SMORE to all RHD families before each meeting.

Other parental input was sought during Cocoa with Keller nights on 08/09/202, 09/20/2022, 10/25/2022, 11/29/2022, 01/17/2023, 03/28/2023, and a planned meeting on 05/16/2023; PTA Meetings were held on 08/16/2022, 09/06/2022, 09/20/2022, 10/18/2022, 11/01/2022, 11/15/2022,

02/01/2023, 02/21/2023, 03/03/2023, 04/18/2023, 04/21/2023, and a planned meeting on 05/19/2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Position for Mental Health Therapist was budgeted for entire year, but candidate did not begin until May 2023.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	71	61
Grade 1	72	61	69
Grade 2	88	70	60
Grade3	75	82	70
Grade 4	79	71	79
Grade 5	67	76	75
Total Enrollment	442	431	414

Conclusions based on this data:

1. The overall population of RHD is declining from 470 in 2019-2020 to 414 in 2022-2023.
2. The COVID-19 pandemic and Distance Learning negatively affected Robert Down's population along with continued rise in cost of living in Pacific Grove.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	19	20	17	4.30%	4.6%	4.2%
Fluent English Proficient (FEP)	27	28	24	6.10%	6.5%	5.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. 50% of students will be reclassified as proficient in English.
2. According to the DIBELS data, 75% of our linguistically diverse students are reading at or above grade level. This is remarkable data and an anomaly. Historically, language learners take 5-7 years to become proficient in English and reading at grade level follows a similar timeline.

School and Student Performance Data

Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	214	208	97	3	88
Female	103	94	91	9	92
Male	111	106	95	5	85
American Indian or Alaska Native	5	4	80	20	75
Asian	25	23	92	8	100
Black or African American	7	7	100	0	88
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	98	2	77
Native Hawaiian or Pacific Islander	1	0	100	0	100
Two or More Races	6	5	83	17	100
White	129	129	100	0	91
English Learners	3	3	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100	0	100
Socioeconomically Disadvantaged	40	37	93	7	81
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	23	20	87	13	65

School and Student Performance Data

Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	214	207	97	3	79
Female	103	101	98	2	76
Male	111	106	95	5	81
American Indian or Alaska Native	5	4	80	20	75
Asian	25	23	92	8	96
Black or African American	7	7	100	0	29
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	98	2	69
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	6	5	83	17	100
White	129	109	85	15	83
English Learners	3	3	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100	0	85
Socioeconomically Disadvantaged	40	36	90	10	67
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	23	20	87	13	45

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	77		0	74		0	74		0.0	96.1	
Grade 4	82	74		0	74		0	74		0.0	100.0	
Grade 5	62	75		0	73		0	73		0.0	97.3	
All Grades	215	226		0	221		0	221		0.0	97.8	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2492.			55.41			25.68			10.81			8.11	
Grade 4		2543.			59.46			22.97			14.86			2.70	
Grade 5		2582.			50.68			36.99			5.48			6.85	
All Grades	N/A	N/A	N/A		55.20			28.51			10.41			5.88	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		40.54			52.70			6.76				
Grade 4		36.49			59.46			4.05				
Grade 5		45.21			50.68			4.11				
All Grades		40.72			54.30			4.98				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.49			56.76			6.76	
Grade 4		40.54			56.76			2.70	
Grade 5		42.47			45.21			12.33	
All Grades		39.82			52.94			7.24	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.97			71.62			5.41	
Grade 4		25.68			66.22			8.11	
Grade 5		32.88			63.01			4.11	
All Grades		27.15			66.97			5.88	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.38			63.51			8.11	
Grade 4		22.97			74.32			2.70	
Grade 5		35.62			58.90			5.48	
All Grades		28.96			65.61			5.43	

Conclusions based on this data:

1. PGUSD did not conduct CAASPP assessments in 2019-20 or 2020-2021.
2. With the low number of students scoring Below Standard, intervention services are being offered to all of those in need.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	77		0	74		0	74		0.0	96.1	
Grade 4	82	74		0	74		0	74		0.0	100.0	
Grade 5	62	75		0	73		0	73		0.0	97.3	
All Grades	215	226		0	221		0	221		0.0	97.8	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2497.			45.95			35.14			16.22			2.70	
Grade 4		2519.			31.08			40.54			24.32			4.05	
Grade 5		2555.			39.73			31.51			17.81			10.96	
All Grades	N/A	N/A	N/A		38.91			35.75			19.46			5.88	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		63.51			33.78			2.70	
Grade 4		37.84			51.35			10.81	
Grade 5		26.03			64.38			9.59	
All Grades		42.53			49.77			7.69	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.30			45.95			6.76	
Grade 4		28.38			64.86			6.76	
Grade 5		41.10			46.58			12.33	
All Grades		38.91			52.49			8.60	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.54			55.41			4.05	
Grade 4		36.49			56.76			6.76	
Grade 5		27.40			63.01			9.59	
All Grades		34.84			58.37			6.79	

Conclusions based on this data:

1. Communicating Reasoning was the only category to reduce the 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. With the low number of students scoring Below Standard, intervention services are being offered to all of those in 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	7	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	5	
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		*	4	
All Grades										10	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	45.00		*	55.00		*	0.00		*	0.00		*	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	60.00		*	35.00		*	5.00		*	0.00		*	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	35.00		*	55.00		*	10.00		*	0.00		*	20	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	75.00		*	25.00		*	0.00		*	20	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	45.00		*	55.00		*	0.00		*	20	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	40.00		*	60.00		*	0.00		*	20	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	55.00		*	45.00		*	0.00		*	20	

Conclusions based on this data:

1. According to the ELPAC results, the biggest area of growth for our intermediate grade students is the writing domain. This domain required students to comprehend grade-level nonfiction text, synthesize the information and then write either information about the topic or provide his/her opinion
2. 50% of students will be reclassified as proficient in English

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school’s student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
431	13.7	4.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Robert Down Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	4.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	59	13.7
Students with Disabilities	40	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.6
American Indian	5	1.2
Asian	31	7.2
Filipino	4	0.9
Hispanic	73	16.9
Two or More Races	25	5.8
Pacific Islander	3	0.7
White	276	64.0

Conclusions based on this data:

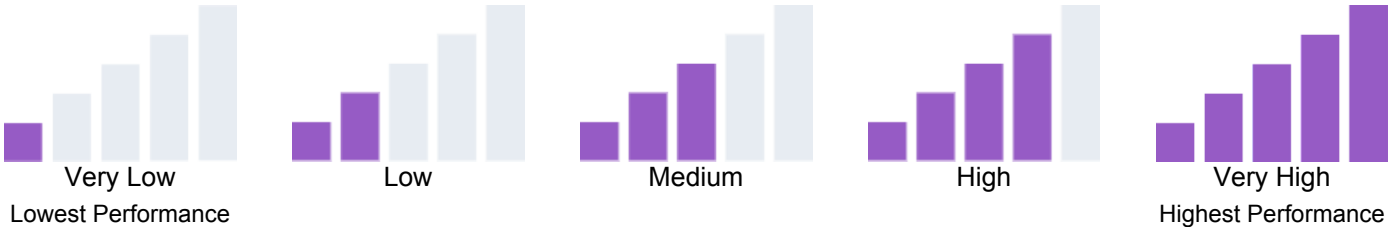
1. Robert Down's largest population continues to be white with slight increases of Hispanic and Asian students.
2. Efforts should continue to ensure equity and access to curriculum for all targeted populations: SED, EL, SPED, and non-majority populations.

School and Student Performance Data

Overall Performance

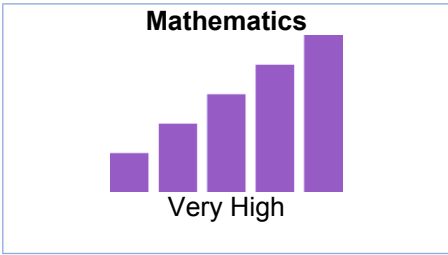
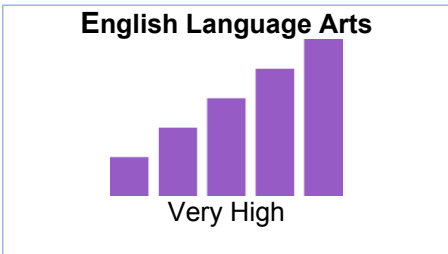
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

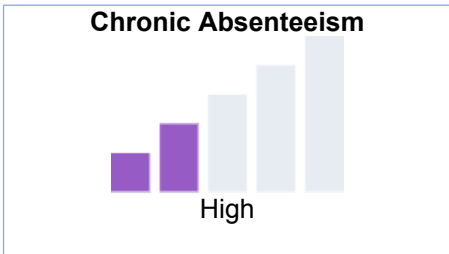


2022 Fall Dashboard Overall Performance for All Students

Academic Performance



Academic Engagement



Conditions & Climate



Conclusions based on this data:

1. Families are continuing to use Justifiable Absence Requests to take students out for trips, which drops Robert Down from Blue into Green.
2. Suspensions continue to be low due to implementation of Toolbox and continuous professional development of trauma-informed practices.

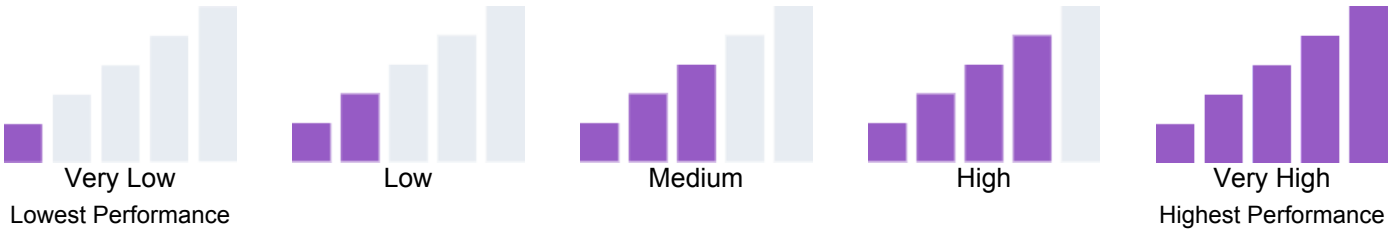
- 3. ELA and math curriculum along with Intervention are preparing students for CAASPP assessments.

School and Student Performance Data

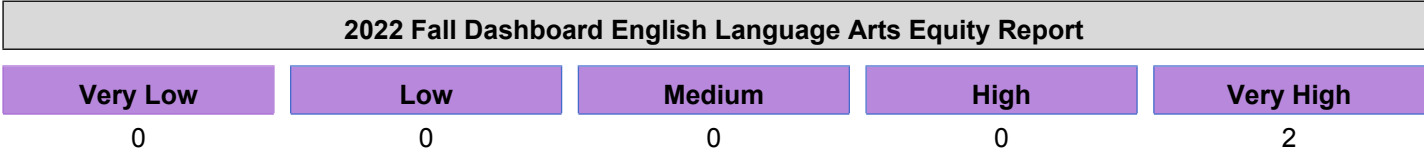
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

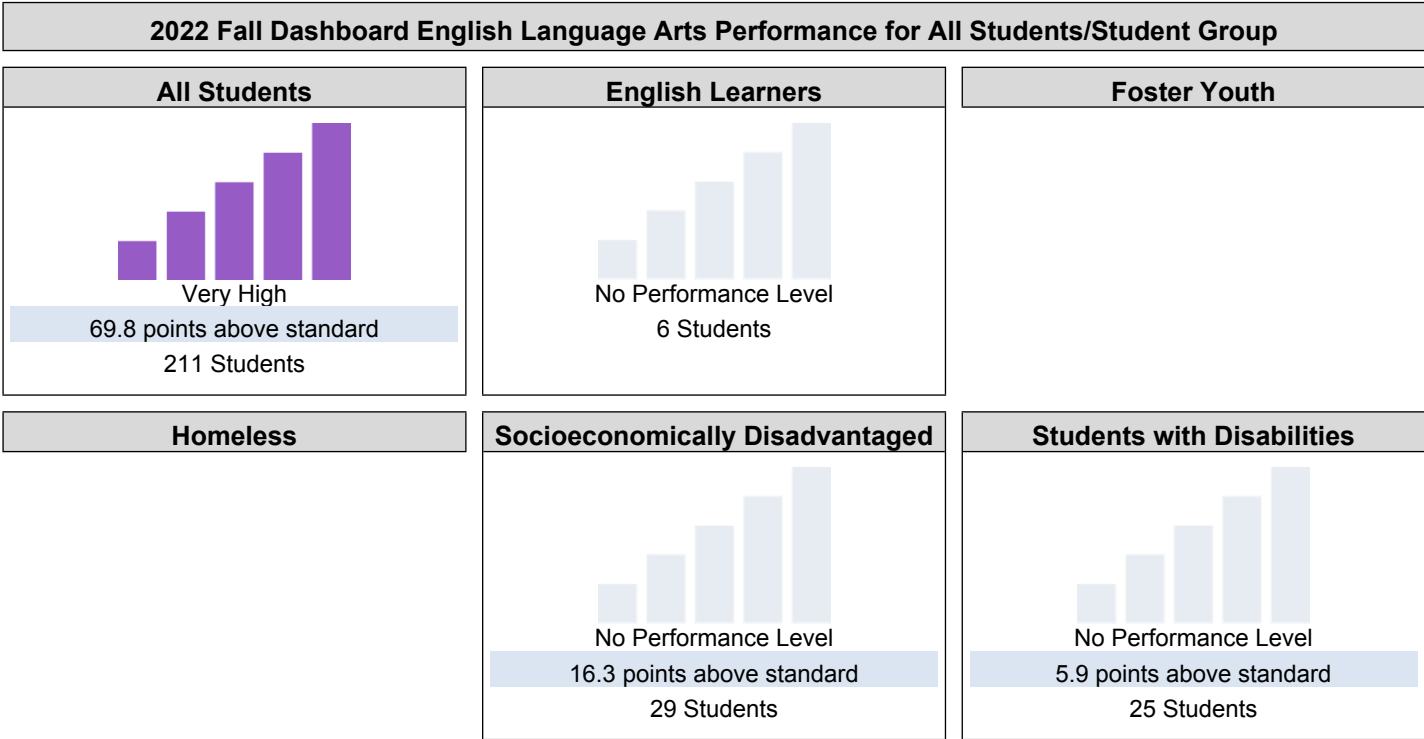
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



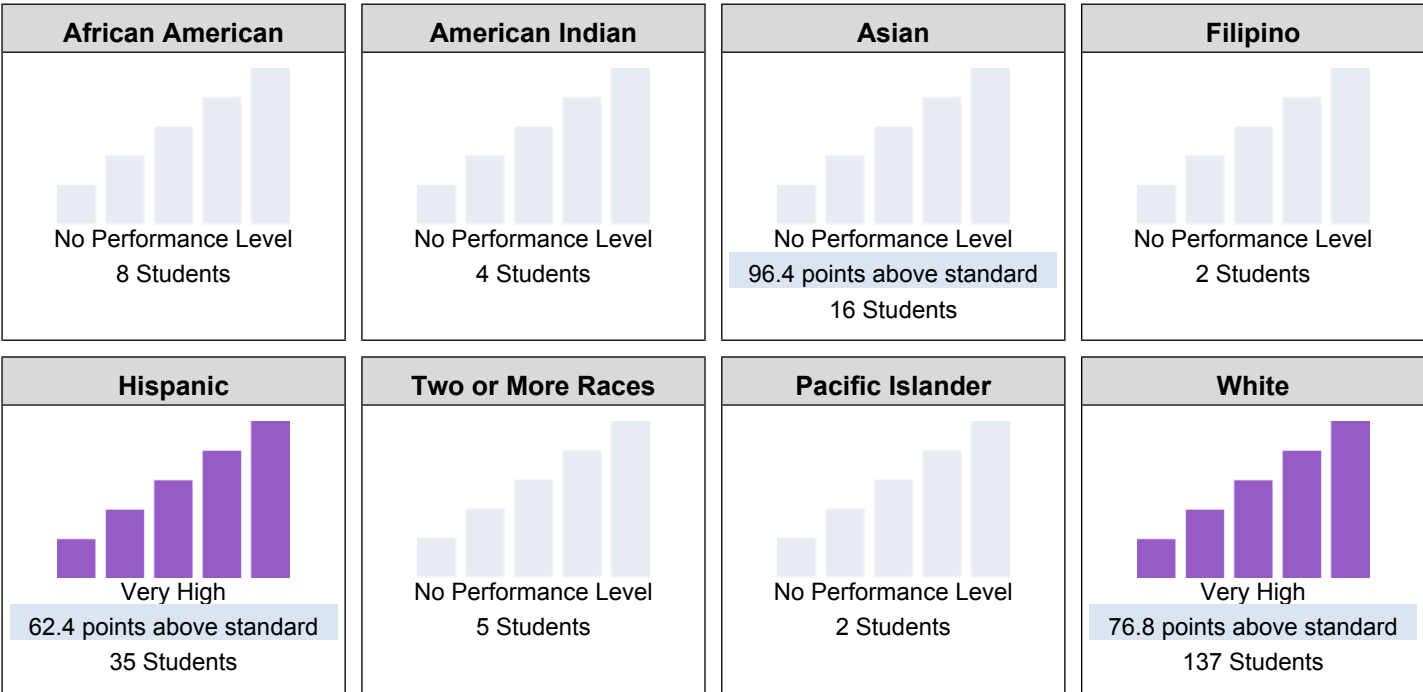
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	4 Students	67.2 points above standard
		194 Students

Conclusions based on this data:

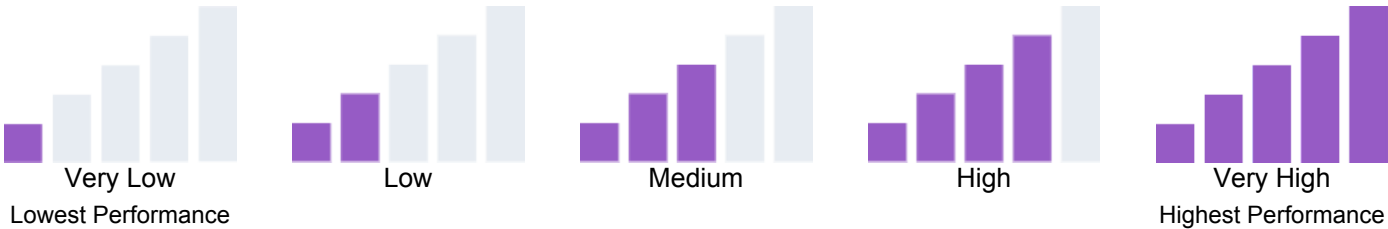
- District identified, targeted subgroups are performing well on CAASPP ELA assessments.

School and Student Performance Data

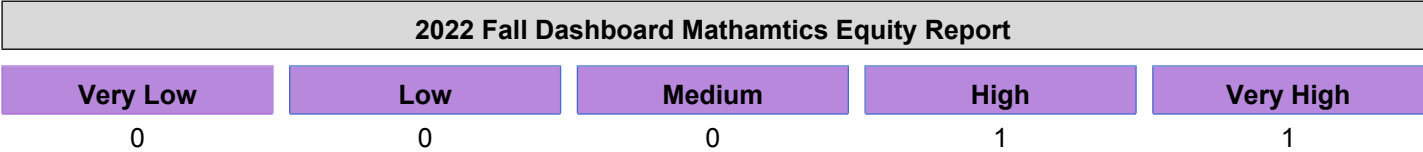
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

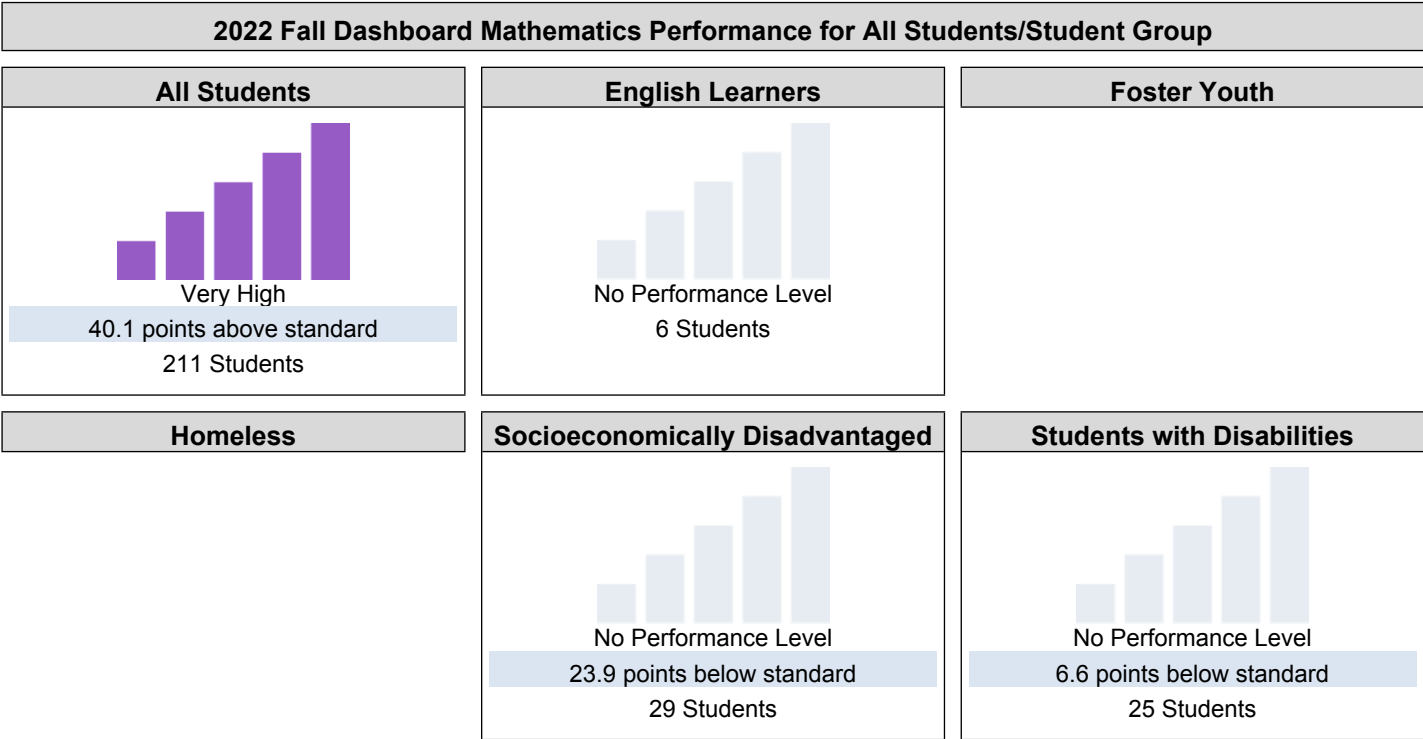
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



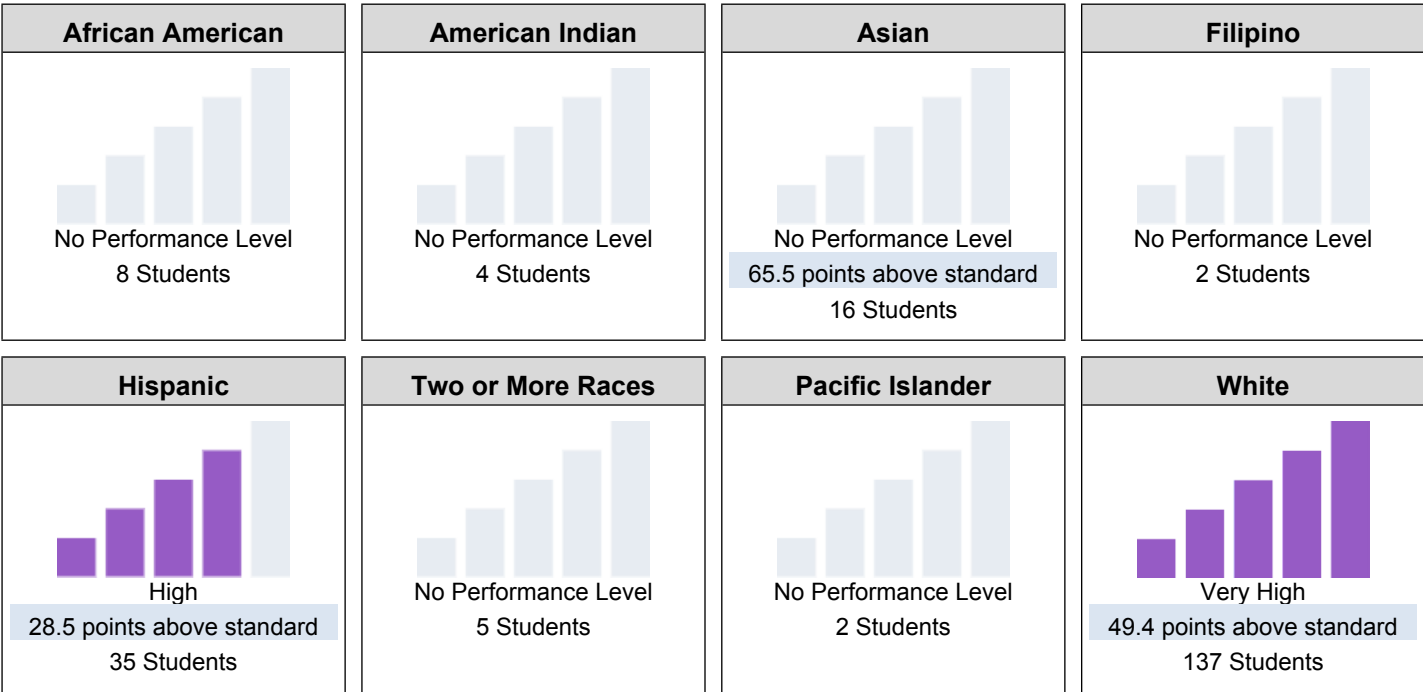
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	4 Students	38.1 points above standard 194 Students

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.

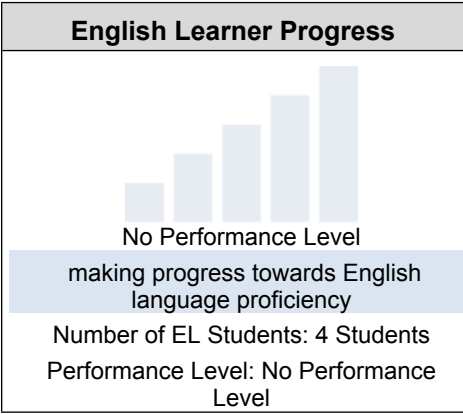
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

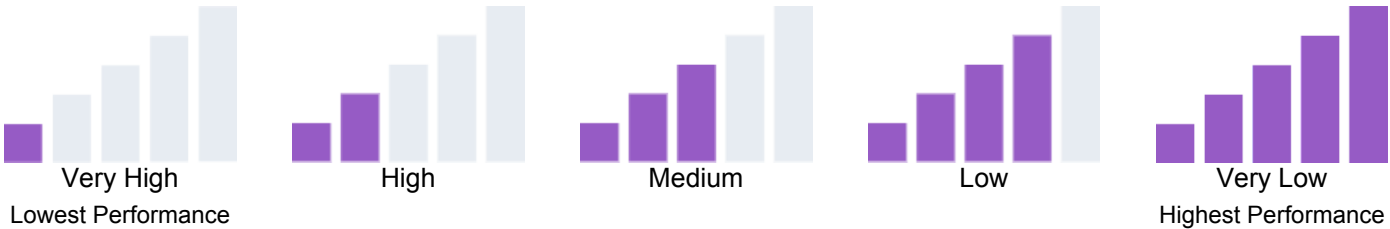
- Majority of EL students are developing English skills.

School and Student Performance Data

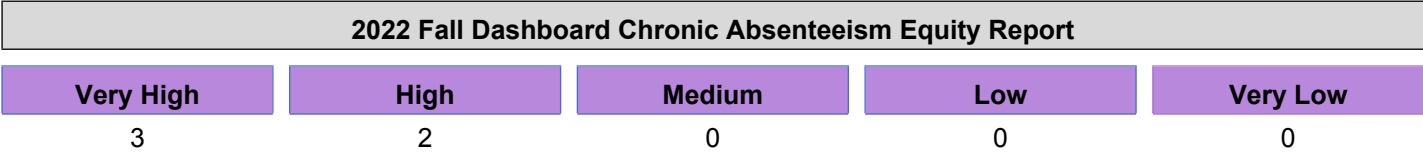
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

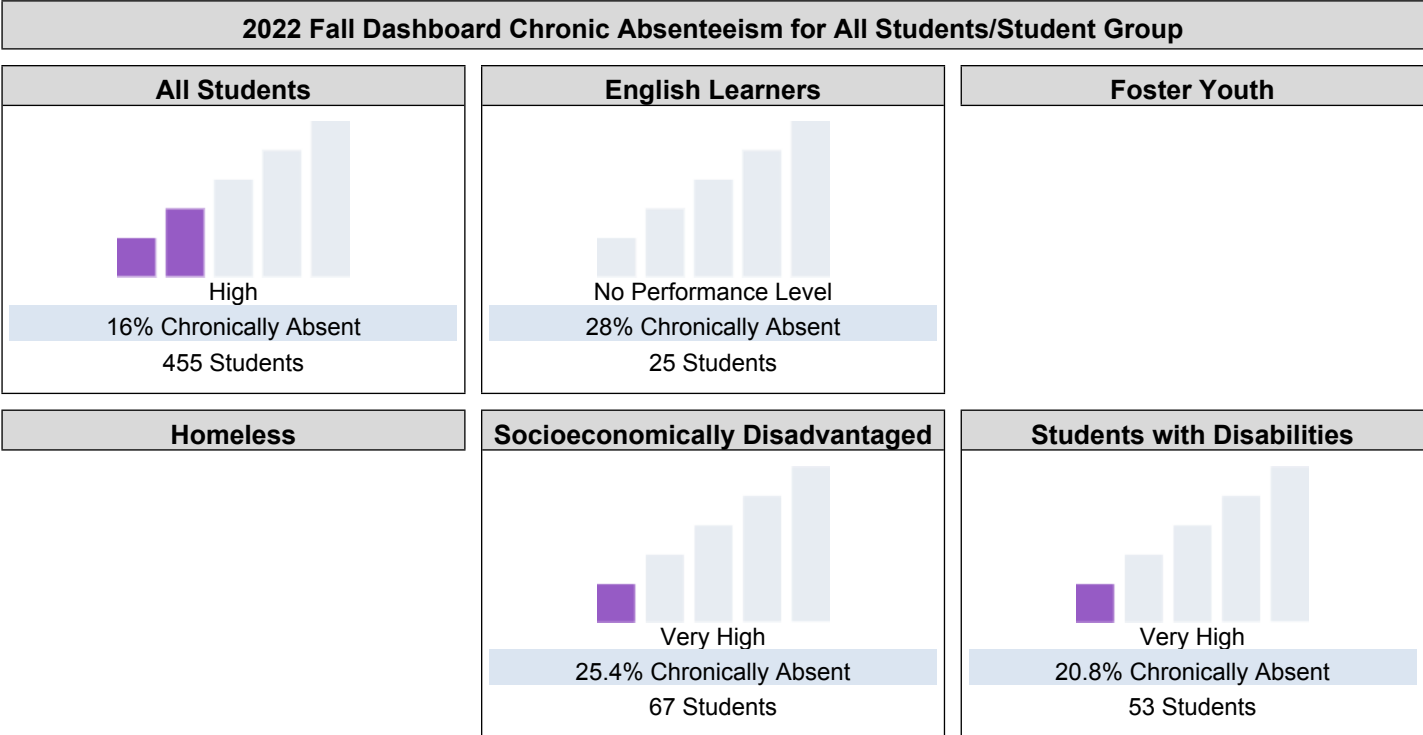
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



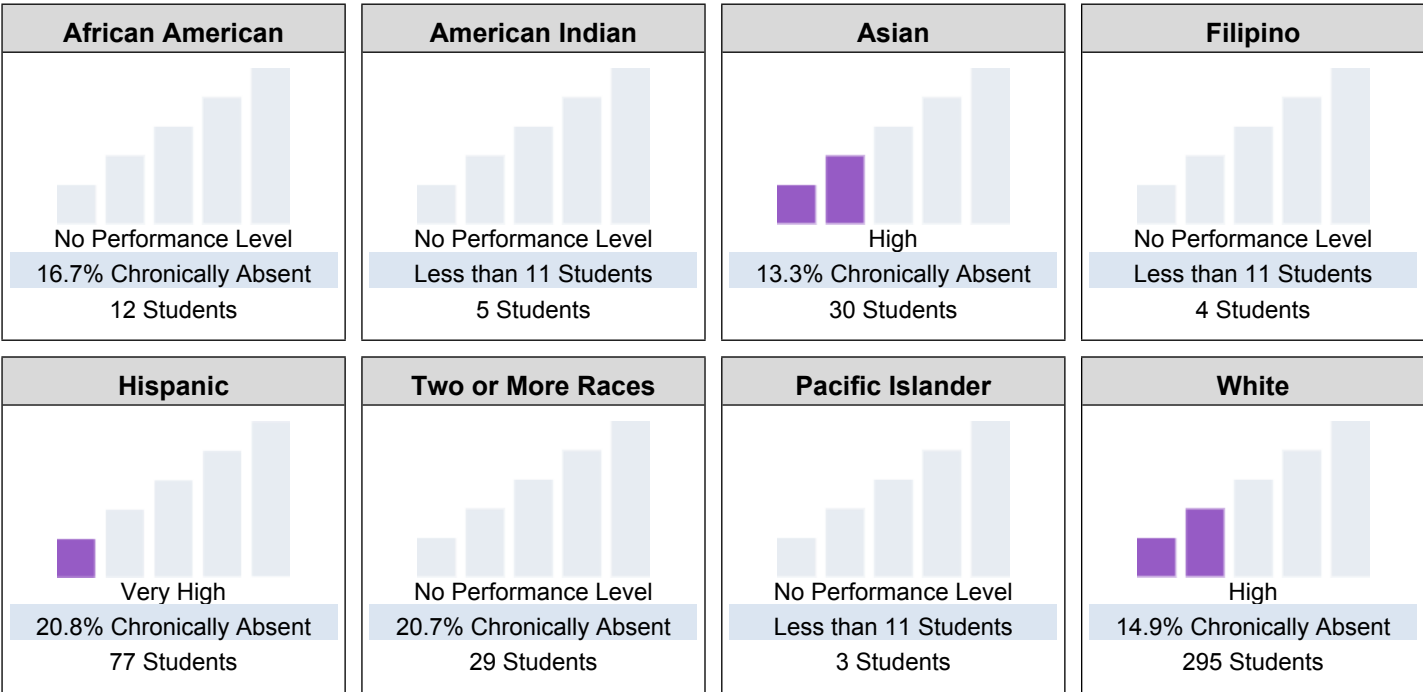
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

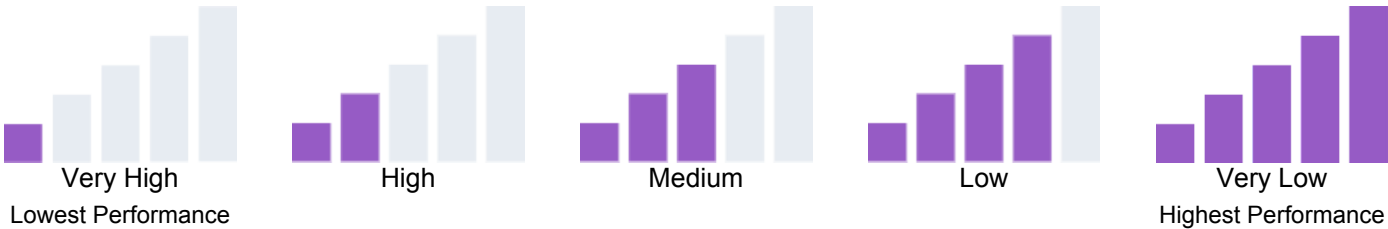
1. Most concerned subgroups in assessments are missing 18 or more days of school: EL, SED, and SPED.
2. Overall chronic absenteeism decreased slightly.
3. No families referred to the Monterey County Truancy Abatement program for 2021-2022 or 2022-2023 to date.

School and Student Performance Data

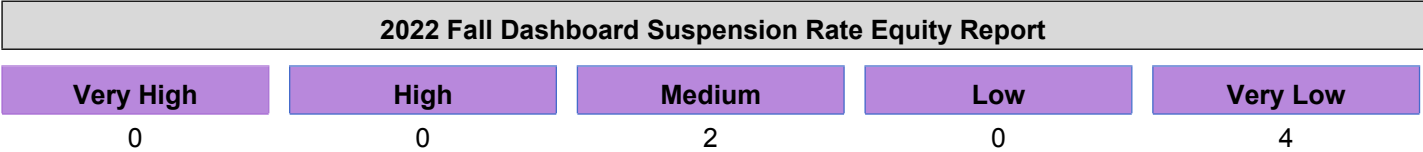
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

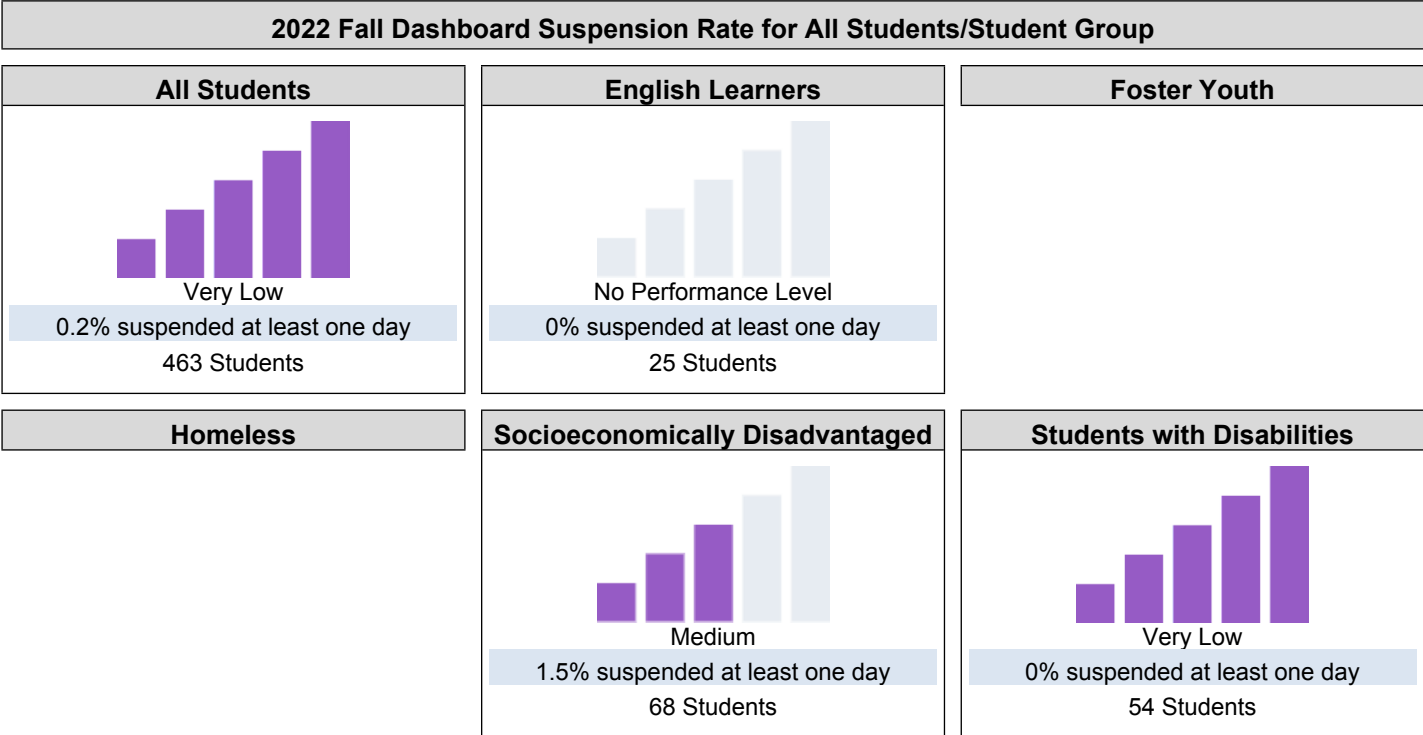
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



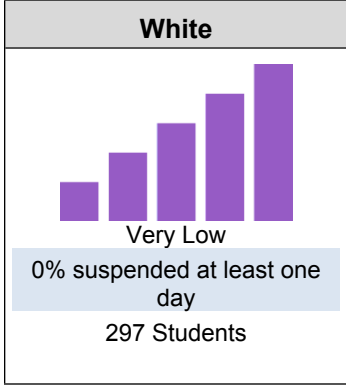
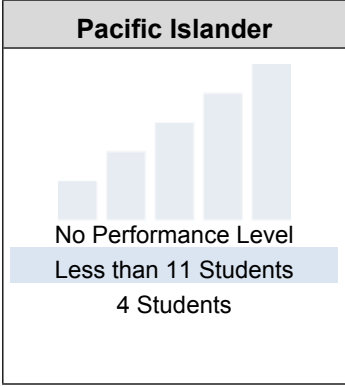
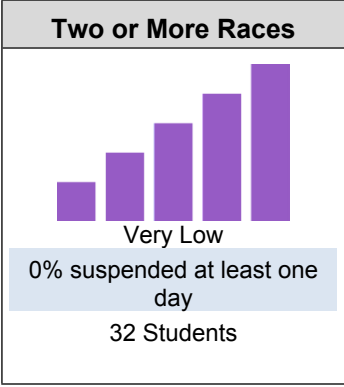
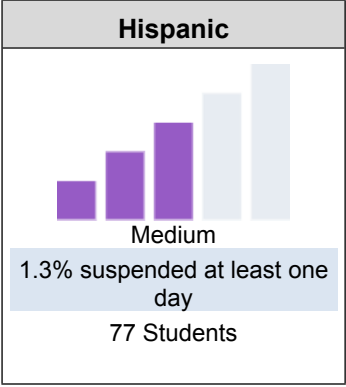
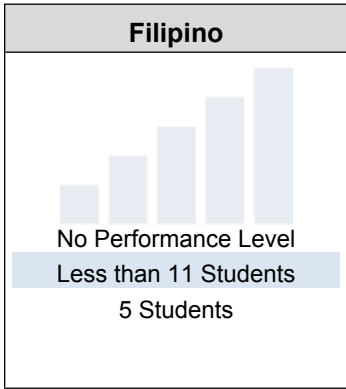
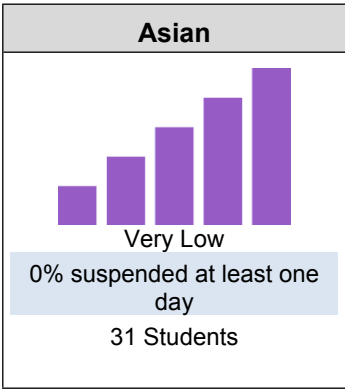
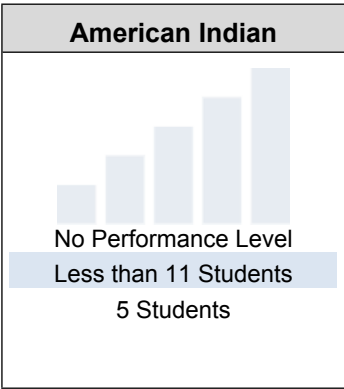
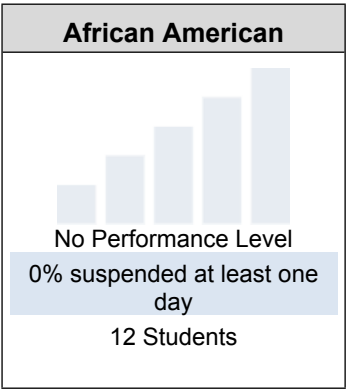
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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 strive 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

2021-2022 CA Healthy Kids Survey Results continued to indicate need for increased connectedness to school along with the counseling goal to provide career exploration activities.

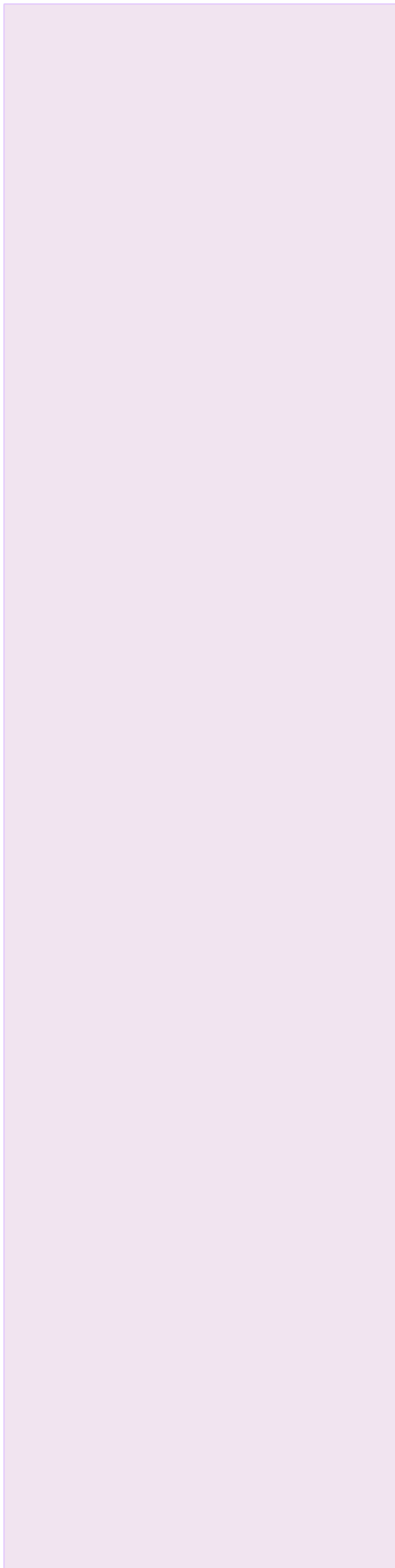
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 CA Healthy Kids Survey (CAHKS)	2022-2023 CA Healthy Kids Survey indicated 6% rise in meaningful participation. 2022-23 Goal met.	2023-2024 CA Healthy Kids Survey Results and Site Council Survey Results will indicate a 5% rise in meaningful participation.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Playground Captains, and Garden Rangers.	Playground Captain, Garden Ranger, Cafeteria Helpers, and Kindness Week helpers programs included 148 participants from the 4th and 5th grades. Participation rate goal met. 2022-2023 Survey Goal Not met with only 6% rise in response to meaningful participation.	5-10% increase in participation for RHD service learning opportunities along with 10% increase (56%) in response to Meaningful Participation on the 2023-2024 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.	Run Club hosted 68 students on Mondays from October 2022 to April 2023. Lego Robotics hosted 10 students each Wednesday from October 2022 to May 2023. Drama Club had 63 students initially sign up with 3rd-5th grade students participating in	Continue free lunchtime clubs and after-school clubs and activities all year with focus of Kindergarten-5th grade for Lego Robotics and Drama. Ensure that students are also able to participate in the fee-based PGUSD After-School Enrichment (ASE) courses by organizing schedules as best as possible to reduce conflicts.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome



the fall production and 2nd-5th grade students participating in spring productions.

Save The Earth Club hosted 2 students bi-weekly during lunch from January to May, 2023. Club members collaborated on a presentation and created an advertisement. Presentations took place the last three Wednesdays of May across various grade levels at Robert Down.

Bloomer Lunch Bunch Club with 2nd grade students 3 days a week for the 2nd trimester.

Hour of Power, fifth grade, Mrs. Dacuyan, 17 hours total, once a week after school, September through January, 13 students.

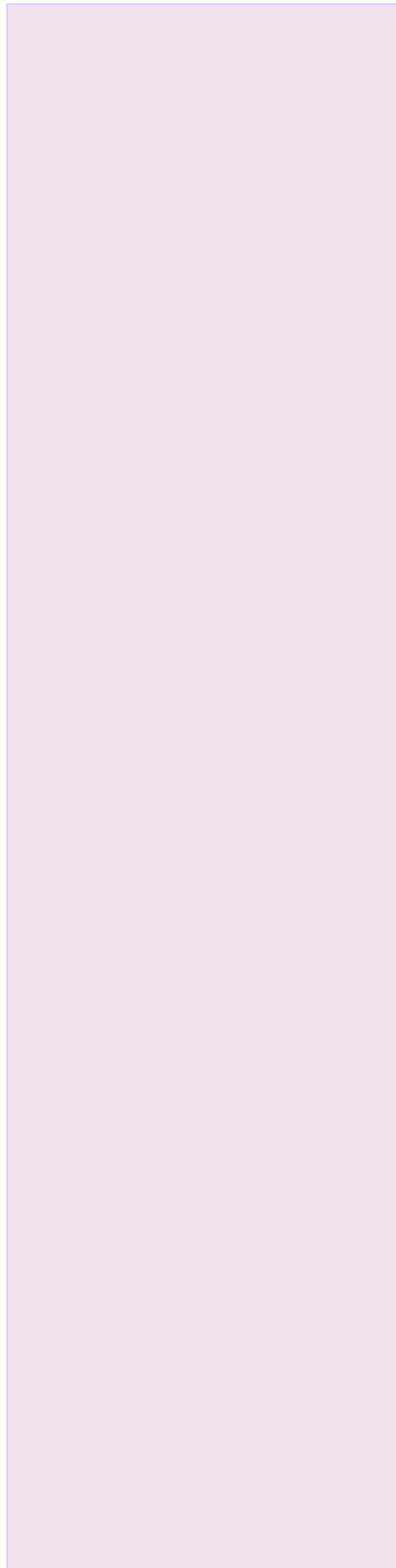
51 students and various classes contributed as writers and one cartoonist in the annual "Otter Times" newsletter, along with 2 staff members who contributed.

25 4th and 5th grade students participated in the STEM Club in the spring STEM Night, 4 PGHS students and 1 8th grade student were STEM mentors.

Yoga Club had 16 1st-5th grade students participate from January 2023 to April 2023.

Jedi Choir had 10 3rd-5th grade students participate in spring 2023.

Inclusion Club was initiated by a 4th and 5th grade student. It hosted between 10-20 3rd-5th



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>grade students who from October 2022 to April 2023.</p> <p>Inclusion Club hosted 10-20 general education 3-5th grade students on the first Thursday of every month September 2022 to May 2023. The club was student assisted and led and was aimed at gathering moderate to severely disabled students from Bloomer and Prowse's classes with general education students, offering education, leadership opportunities to regular ed students and socialization skills to disabled students as well as crafts and other fine motor skills.</p> <p>Otter Monthly Newsletter and ROV Underwater Robotics did not occur.</p>	
<p>Garden Rangers recycling and sustainability program established between garden and cafeteria.</p>	<p>Garden Rangers had four consistent 5th graders helping with food waste and recycling trays during lunch. 27 Garden Rangers signed up and were invited to learn about the garden and kelp forest restoration from a volunteer parent. Garbage cans, gloves, three compost bins, and aprons purchased with Garden Ranger Icon pressed on the front were purchased for the program. Monterey County Waste Management visited campus, provided training, and a food waste bin that is picked up each week.</p>	<p>Garden Rangers will have a rotation of 3rd, 4th, and 5th grade students that support the cafeteria sustainability program each day.</p>
<p>Create a master list of guest speakers and mentors for career day and schoolwide/grade-wide visits.</p>	<p>Database of speakers for all grade levels created with the date of visit, contact information, and CA CTE Industry Sector focus listed.</p>	<p>Community members and RHD 5th graders provide mentoring groups focusing on PGHS CTE-related careers: Culinary, Art, Photo, STEM and ROV,</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

[Empty cell for Metric/Indicator]

Kindergarten: Exposure to an outdoor classroom, Earthbound Farms, The Fair, Aquarium, Grocery Store, Florist, Artist, Dentist, and Doctors.

Kindergarten Industry Sector Exposure: Science and Marine Biology, Marketing and Sales, Agriculture, Health Sciences, Entertainment, and Design.

1st Grade: The Farm, Fire Department, and Asilomar

1st Grade Industry Sector Exposure: Agriculture, Public Service, Health Science.

2nd Grade: Save the Whales, Nor Cal Bats, NOAA, Saint Mary's Food Pantry, and MBARI.

2nd Grade Sector Exposure: Natural Resources, Engineering & Design, and Public Service.

3rd Grade: Butterfly Writer "The Perfect Place", Speaker covering Pitt-Hopkins Syndrome, Monarch Sanctuary Docent, and Sea Otter Savvy.

3rd Grade Sector Exposure: Art, Media, and Entertainment; Health Science and Medical Technology; Agriculture and Natural Resources.

4th Grade: Amazon Future Engineer, Point Lobos Rangers, California Parks PORTScast, Angel Island, Salt Marsh, Fire Ecology, Santa Lucia Conservancy, and Pebble Beach Indian Village.

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th Grade Sector Exposure: Manufacturing & Product Development; Public Service; Hospitality, Tourism, & Recreation; and Education.</p> <p>5th Grade: Point Lobos, CA State Parks PORTScast Programs, (One speaker - Lawyer, Pilot, Pharmacist, and Entrepreneur), Santa Lucia Conservancy, Pebble Beach Indian Village, DARE Officer, and SPCA.</p> <p>5th Grade Sector Exposure: Agriculture & Natural Resources; Public Services; Arts, Media, and Entertainment; Health Science & Medical Technology.</p>	
<p>Student, Parent, and Staff Participation on Surveys.</p>	<p>No Site Council Survey provided in 2021-2022 or 2022-2023.</p> <p>Healthy Kids Survey Participation: 5th graders (52%, 11% increase from 41%), Parents (168 respondents district-wide), Staff (76 respondents district-wide)</p> <p>Unable to determine exact number of RHD staff or parent participants due to district-wide survey sample.</p> <p>Site Council attempted to create survey, but it was not finalized.</p> <p>Goal met for increased student survey responders.</p>	<p>Create position(s) on Site Council for survey creation. Increase parent participation in Site Council survey to minimum of 200 along with goal of 100% staff and student participation.</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)

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)
300	Site Formula Funds 4000-4999: Books And Supplies Materials/Supplies and snacks needed for Sunrise, High Noon, Sunset, and Service Leader Meetings/Mixers
	None Specified None Specified
	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

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)
5267	Site Formula Funds 2000-2999: Classified Personnel Salaries Garden Coordinator Stipend (\$4,749 + benefits)
500	Site Formula Funds 4000-4999: Books And Supplies Garden Program Funds
	None Specified None Specified

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.

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)
1,000	Site Formula Funds 4000-4999: Books And Supplies Site funding for STEM Club and Lego Robotics
	None Specified None Specified
	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)

4th and 5th grades

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)

200

Source(s)

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)

500

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
500 for Drama Supplies

None Specified
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

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)
3,000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Speaker Fee
	None Specified 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

Investigate Career Exploration programs in 2023-2024 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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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th Grade Students

Strategy/Activity

RHD Student Council and SEL Focus Groups for student leadership opportunities, parent professional development, and feedback for SPSA metrics

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 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Analyze and restructure RHD Certificated Adjunct Duty to ensure SPSA goals are supported

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: 2022-23

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 RHD Site Council's goal to provide more activities to all grade levels was not met with only Lego Robotics for 5th grade and Drama Club open to 3rd, 4th, and 5th grades. 5th grade Lego Robotics occurred for two teams all year along with Drama holding two productions with over 70 participants in the fall and spring.

148 3rd-5th grade students participated in lunchtime service opportunities - Goal Met.

Career Day was held for 5th graders in early May 2023, and a master list of speakers from various industry sectors was created for each grade level - Goal Met.

Several lunch clubs occurred as well as the new tradition of the 5th grade campout.

New Trex Garden Beds were installed in fall 2022, and new composting bins were built in spring 2023 for the Garden Rangers and Garden program - Goal Completed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

CSUMB Service Learning volunteers provided leadership so Lego Robotics could occur and several parents volunteered for Drama Club productions.

No volunteers were available for Kindergarten - 4th grade Lego Club.

The RHD Site Council Surveys for students, parents, and staff were not created, and the research for career exploration curriculum did not occur.

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.

The RHD principal needs to clear up time during lunch with set meetings to meet with Student Advisory groups in order to gather feedback about SPSA and discuss school issues students want to discuss. In addition, either a volunteer or a position needs to be discussed between the elementary schools to provide support for a video bulletin with student reporters (Otter Monthly). Lastly, the RHD certificated adjunct duty list and hours need to be analyzed so all SPSA goals can be supported and accomplished.

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 strive 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, Core SEL Survey, and participation rates in lunchtime SEL activities.

Identified Need

2022-2023 CORE SEL survey indicates 26% of 3rd, 4th, and 5th graders have moderately healthy to slightly unhealthy outlooks toward school/life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Toolbox-embedded/SEL lessons with writing, art, or dramatic reflection/outcome 2x per month per grade level/classroom led by RHD counselor with classroom teacher support.	<p>No specific data gathered for this goal.</p> <p>RHD counselor provided SEL lessons for all grades throughout the year.</p> <p>2nd grade re-wrote writing prompts to include some SEL paragraph starters.</p> <p>Art in Action artwork displayed inside classrooms and in hallway bulletin boards throughout the year.</p>	Toolbox-imbedded/SEL lesson document for each grade level to list times students learned how to use Tool from Toolbox or analyzed character/story with moral that covered Toolbox tool.
Anti-Bullying Lessons provided to intermediate grades and DARE to 5th grades. Guest Speaker will provide an anti-bullying message to all grades in fall 2023.	Food Allergy assembly in August by Kyle Dine discussed how to be a good friend about food choice and not be a bully. One of the Morris Brothers performed two assemblies for primary and intermediate grades.	Grades Kindergarten-5 will have continuing anti-bullying message provided throughout the year with Circle of Caring meetings in classrooms, Toolbox Tuesday lessons in PE, and classroom discussions with the principal. CA Healthy Kids bullying questions will have 10% reduction in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Stop, Walk, and Talk posters provided throughout RHD building.</p> <p>CA Healthy kids responses provided 11-22% reduction in bullying questions.</p>	<p>responses of bullying occurrences.</p>
<p>Collection of Toolbox Skills through Caught Being Good Cards. 12 students will be selected for Lunch with the Principal each month.</p>	<p>12 Caught Being Good Cards were selected for each month from September through May for Lunch with the Principal that occurred in the garden.</p>	<p>Caught being Good Cards will be selected during monthly Toolbox Assemblies with continued Lunch with the Principal in the garden.</p>
<p>2023-2024 CA Healthy Kids Student (5th Grade) Staff, and Parent Surveys; 3rd, 4th, and 5th Site Council Survey; CORE SEL surveys for 3rd-5th grades</p>	<p>2022-2023 CA Healthy Kids Student and Staff surveys:</p> <p>35% of RHD 5th graders did not or only felt close to people at school sometimes (-3% decrease from 2022 - 10% Goal not met)</p> <p>22% of 5th graders did not feel part of the school or proud to be a part of it (+4% increase - 10% goal not met)</p> <p>6% of 5th graders did not feel they were treated fairly after breaking rules (-2% decrease - 10% goal not met),</p> <p>Bullying is still seen as an issue to address by students with</p> <p>25% of 5th graders indicating they have had a rumor spread about them (-22% decrease - Goal Met)</p> <p>16% of 5th-grade students experienced frequent sadness in their lives (2% increase from 2022)</p> <p>CORE SEL fall results indicated 74% of students had</p>	<p>10% increase of students feeling part of school and close to people.</p> <p>10% decrease in students responding to perpetration behaviors of bullying and</p> <p>10% decrease in students responding to being victimized by bullying behaviors as well as</p> <p>90% of students and staff indicating that RHD is a safe and secure campus on the 2022-2023 CA Healthy Kids Survey.</p> <p>80% of multilingual students (EL) will indicate that they are not feeling sad and enjoy coming to school on RHD Site Council Survey.</p> <p>CORE SEL surveys will indicate 80% or more students with a favorable view.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	a favorable view of school and life (Goal met)	
Toolbox Honors Certificates for all 5th graders.	Class of 2022 received Toolbox Honors certificates. 2023 5th grade promotion to continue.	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>Professional Development (PD) for classified and certificated staff in MTSS and SEL/Trama-informed practices.</p> <p>RHD Equity Team to provide professional development to all staff regarding Cultural Diversity, SEL supports, and supporting marginalized students.</p> <p>CA Healthy Kids and RHD Site Council Survey Staff Results regarding professional development needs and knowledge of Equity Plan.</p>	<p>IFSEL Professional Development did not continue at elementary schools in PGUSD for the 2022-2023 school year.</p> <p>Anti-bullying PD provided to staff to further Stop-Walk-Talk discussions with students and to help them tell the difference between tattling and bullying.</p> <p>Morris Brothers assembly discussed differences between tattling and bullying.</p> <p>RHD Cultural Diversity Team provided several short videos and writings with staff along with an afternoon PD</p> <p>RHD Cultural Diversity Team decided that MTSS professional development would be provided for 2023-2024 and not Universal Design for Learning (UDL).</p> <p>2022-2023 CA Healthy Kids Survey results did not provide RHD-specific Staff results, but did provide PGUSD Staff results.52% of elementary staff believes staff need professional development covering diverse populations and 63% feel staff need professional development on SEL needs of students.</p>	<p>MTSS Professional Development for RHD staff along with implementation of the RHD Equity Plan for 2023-2024 will occur at every staff meeting.</p> <p>Addressing and Meeting the needs of diverse populations will increase by 20% on the CA Healthy Kids and Site Council Staff Survey.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Otter Awareness Award provided to students who earn consistent Caught Being Good, Otter Citizenship, and participate in Diversity Awareness activities	No baseline established during 2022-2023.	80% or more students will earn Otter Awareness Awards in 2023-2024.

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/SEL strategies, identifying/recognizing grade level classes at Toolbox Assemblies.

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)
500	Site Formula Funds 4000-4999: Books And Supplies Possible Toolbox curriculum needing to be purchased.
4000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Assembly Speaker for Anti-Bullying and/or Social-Emotional Support for Students

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 and grade level community meeting/SEL activities: Yoga, Art, Garden Club, Lunch Bunch, and other options to be determined. Lunch Bunch to be focused on Diversity with parent/community volunteers providing insight on their culture. Grade level meetings for SEL check ins.

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)

500

Site Formula Funds
4000-4999: Books And Supplies
Lunch Activity Materials

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. PTA and/or Site Council volunteers count cards and make database for SPSA metrics.

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/CORE SEL 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 and Promotion items

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

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Certificate paper for Toolbox Honors and promotion materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with emphasis on Multilingual Students' SEL needs

Strategy/Activity

Professional Development for classified and certificated staff in classroom and social-emotional supports and Equity Plan implemented.

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)

3000

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And Operating Expenditures
Toolbox or MTSS 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 2023-2024 school year, possibly creating a Student Leadership Advisory group and/or Student Council.

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, cultural diversity, 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) Source(s)

1600

Site Formula Funds
2000-2999: Classified Personnel Salaries
Two dance choreographers for PE classes

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

Diversity Family Nights held in the fall and spring to celebrate RHD families and provide student insight of their schoolmates' backgrounds and increase cultural awareness. Students to use "passports" after listening to presentations that are stamped or hole-punched for Otter Awareness Award to be presented at the end of the year.

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
Otter Awareness Awards

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th grade student leaders and all families participating in Toolbox Nights

Strategy/Activity

Toolbox Parent Professional Development Nights in Fall and Spring led by Counselor, Mental Health Therapist , and 5th graders to provide awareness for SEL and Restorative Practices

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 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create campus-wide positive inclusion and motivational statements/phrases for restrooms, stairs, cafeteria, and hallways. This will include the Hello Wall, Stop-Walk-Talk, Be Safe-Be Kind-Be Your Personal Best, and the "We Are the Otters" song lyrics.

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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800

Site Formula Funds
 4000-4999: Books And Supplies
 Funding for paint and lettering supplies for walls and stairs focused on inclusion ("You Belong Here") and motivation ("RHD is the school for me")

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

Purchase and Adoption of Art in Action for classroom and lunchtime/afterschool art therapy

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)
3500	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Art Inn Action Fees from RHD Site Funds
1000	Parent-Teacher Association (PTA) 0000: Unrestricted To be requested RHD PTA funds for Art in Action
3000	Donations 0000: Unrestricted To be requested PG P.R.I.D.E. funds for Art in Action
	None Specified None Specified
	None Specified 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

Toolbox Assemblies each month

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: 2022-23

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.

CA Healthy Kids survey was administered to 5th-grade, students, parents, and staff.

Three choreographers were hired for RHD's Celebration of Dance held in April.

One Toolbox Parent Night was held virtually with not much participation in September 2022.

RHD Counselor provided SEL lessons for all grade-level classrooms, including Circles of Caring

PE continued Toolbox Tuesdays throughout the year.

Caught Being Good cards were read aloud on video with over 100 students earning lunch with the principal.

RHD counselor met with 98 students individually with an additional 78 seeking support during recess and lunch when there is an open-door policy. 15 social skills groups met over the year that included the Moving and Grooving Club for students new to Pacific Grove an Robert H. Down Elementary. In addition, Caring Circles occurred in every classroom throughout the year: Kindergarten - 26 visits, 1st Grade - 45 visits, 2nd Grade - 45 visits, 3rd grade - 45 visits, 4th Grade - 39 visits, and 5th Grade - 45 visits.

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 Toolbox Tool Assemblies, 5th-grade led Toolbox Nights, and the Site Council Surveys did not occur but all are continued goals.

Large posters were made for the anti-bullying campaign (Stop, Walk, and Talk), and positive statements to Be Kind, Be Respectful, Be Safe, and Be Responsible were placed in several locations throughout the hallways and cafeteria. In the RHD lobby, a large "Welcome Otter Ohana" sign was placed in the center of the wall that can be clearly seen as students, parents/guardians, staff, and visitors can see as they walked in. In addition, unisex vinyl people made of various colors holding hands were placed as a banner across the top of the wall to represent unity among our differences.

Toolbox SEL virtual trainings were provided to some staff.

Diversity Family Nights did not occur but this is still a goal.

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.

A document will be created to collect Toolbox/SEL lessons that occur in each grade level throughout the year.

A volunteer or certificated adjunct duty needs to count Caught Being Good cards for data collection and reporting in the SPSA.

An Otter Awareness Award will be created to recognize students at the end of each year that receive consistent Good Otter Citizenship, Caught Being Good Cards, and have made improvements with their Toolbox skills.

Toolbox Assemblies will be organized by RHD Leadership to help teach how to use the Tools in the Toolbox.

MTSS professional development for all staff will occur from the Monterey County Office of Education or equivalent organization to guide staff in learning how to increase Tier I academic and social-emotional support in classrooms.

The RHD Cultural Proficiency Team will provide professional development at every staff meeting throughout the 2023-2024 school year. The new Mental Health therapist will provide SEL/trama-informed practices for all staff as well.

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) for 4th and 5th graders enrolled in Read 180, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids, Benchmark,, and SWUN Math), 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 2022-2023 and 2023-2024 ELA and math CAASPP assessments.

Identified Need

MAP Reading and Math assessments indicated that overall grade levels are scoring at Average to High in both areas with 81% to 96% success rate. English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic/other marginalized populations need to continue to be monitored and provided Intervention services as needed since they are not performing at the same success rate as their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP ELA 3rd-5th Assessments - Summer 2022	Goal Met	(To be determined with May 2023 MAP results and CAASPP results released in summer 2024) 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 2022-2023 CAASPP ELA and math assessments. RFEP Multilingual students will maintain grade level standards with 80% met or exceed on math and ELA CAASPP.
2023-2024 CAASPP ELA 3rd-5th Assessments	2021-2022 CAASPP results:	
	74.66% of 3rd, 4th, and 5th grade students met or exceeded ELA standards.	
	83.71% of 3rd,4th, and 5th grade students met or exceeded Math standards.	
	5th Grade Met or Exceeded Standards Math: 71.24% ELA: 87.67%	
	4th Grade Met or Exceeded Standards Math: 71.58% ELA: 82.43%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd Grade Met or Exceeded Standards Math: 81.09% ELA: 81.09%</p>	
<p>2022-23 MAP Reading and Math K-5 interim assessments (End of Year - EOY)</p> <p>2023-24 MAP Reading and Math (Fall, Winter, Spring)</p>	<p>Goal Not Met (Continued)</p> <p>RHD 2023 Spring MAP Results Average to High Percentiles *Ethnicities may not be listed for every grade level</p> <p>Socioeconomically Disadvantaged Students (SED) Hispanic (Hisp) English Learners (EL) Students With Disabilities (SWD) *Multi-Ethnic (Multi) *American Indian/Native Alaskan (Native) * African American (Af Amer)</p> <p>Kindergarten: Math - 80%; Reading - 76% SED: Math - 55.33 (Average); Reading: 62.75 (Hi Avg.) Hisp: Math - 100%; Reading - 100% EL: Math - 70.7%; Reading - 67.5% SWD: Math - 54%; Reading - 28%</p> <p>1st Grade: Math - 60%ile; Reading: 71%ile SED: Math - 30%ile (Average); Reading: 48%ile (Average) Hisp: Math - 60%ile; Reading - 50%ile EL: Math - 41%ile; Reading - 45%ile SWD: Math - 41%ile; Reading - 45%ile *Multi: Math - 50%ile; Reading: - 60%ile</p>	<p>(To be determined with May 2023 MAP results) 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.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

2nd Grade: Math - 78%ile;
 Reading: 81%ile
 SED: Math - 48%ile; Reading: 59%ile
 Hisp: Math - 57%ile; Reading - 71%ile
 EL: Math - 49%ile; Reading - 42%ile
 SWD: Math - 41%ile; Reading - 77%ile
 *Af Amer - Math - 100%; Reading - 100%
 *Multi - Math - 75%; Reading - 100%

3rd Grade: Math - 90%ile;
 Reading: 89%ile
 SED: Math - 67%ile; Reading: 73%ile
 Hisp: Math - 85%ile; Reading - 92%ile
 EL: Math - 76%ile; Reading - 40%ile
 SWD: Math - 50%ile; Reading - 60%ile
 *Multi - Math - 50%; Reading - 60%ile

4th Grade: Math - 82%ile;
 Reading: 88%ile
 SED: Math - 58%ile; Reading: 73%ile
 Hisp: Math - 60%ile; Reading - 80%ile
 EL: Math - 51%ile; Reading - Under 40%ile Low Average
 SWD: Math - 45%ile; Reading - 66%ile
 *Multi - Math - 100% (Avg.); Reading - 50%ile
 *Af Amer. - Math 21%ile or under; Reading - 27%ile or under

5th Grade: Math - 74%ile;
 Reading: 87%ile
 SED: Math - 51%ile; Reading - 67%ile
 Hisp: Math - 85%ile; Reading - 87%ile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>EL: Math - 58%ile; Reading - 51%ile SWD: Math - 42%ile; Reading - 47%ile</p>	
<p>Superkids (K-2) Beginning, Meet Benchmarks, and Club Benchmarks and Benchmark Universe (3-5) end of unit assessments.</p>	<p>Goal Not Met</p> <p>Not all classes provided online results for Superkids and Benchmark ELA.</p> <p>Collection of scores to be determined using Synergy Assessment System.</p>	<p>Students scoring nearly or not met on 2022-2023 Superkids Meet/Club Benchmarks or Benchmark Universe end of unit assessments will not exceed 10% of K-5 population.</p>
<p>Scholastic Reading Inventory (SRI) to be collected for 4th and 5th Grade students enrolled in READ 180.</p>	<p>Goal Met</p> <p>24 students were enrolled in READ 180. Average Lexile growth was 73. 15 students improved their Lexile score.</p> <p>Only 4.17 % of READ 180 students performed at Below Basic on the SRI.</p> <ul style="list-style-type: none"> • 2 Students scored Advanced • 6 Students scored Proficient • 10 Students scored Basic 	<p>Students scoring Below Grade Level on 2022-2023 SRI will not exceed 10% of the population and will receive intervention services.</p>
<p>DIBELS for K-5</p>	<p>Goal Met</p> <p>DIEBELS Beginning to End of Year Results (Percents reflect Core (Green) and Blue (Core Support) meaning these students should be provided support in their home classrooms and not Intervention services:</p> <p>Kindergarten: 51% to 65% (middle to end) 1st Grade: 58% to 60% (begin to end)</p>	<p>All K-5 students performing at the red level on DIBELS will receive reading intervention services and show growth toward the 50%ile or above.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2nd Grade: 71% to 77% (begin to end) 3rd Grade: 85% to 82% (begin to end) 4th Grade: 78% to 70% (begin to end) 5th Grade: 71% to 73% (begin to end)</p>	
<p>English Language Proficiency Assessments for California (ELPAC)</p>	<p>Goal Met</p> <p>2021-2022 EL students performed at 45% Level 4 (Well developed), 55% Level 3 (Moderately Developed).</p> <p>No Students scored in Level 2 or 1.</p> <p>50% of students will be reclassified as proficient in English</p> <p>According to the DIBELS data, 75% of our linguistically diverse students are reading at or above grade level; the biggest area of growth for our intermediate-grade students is the writing domain.</p>	<p>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).</p> <p>50-65% of multilingual students will be reclassified as fluent English Proficient</p> <p>RFEP goal of students maintaining grade-level standards on CAASPP - especially in math</p>
<p>Professional development for certificated and classified staff in updated SST format along with restructured MTSS and PBIS,</p>	<p>Goal Not Met - No survey was conducted</p> <p>RHD Staff watched informational videos that introduced MTSS concepts from Katie Novak discussing how Teirs of intervention are not a location. The SST process was shared with staff, asking that all teachers provide Tier I interventions recommended from the "Pre-Referral Intervention Manual" before an SST was organized.</p>	<p>All staff will provide classroom intervention strategies as well as utilize updates to SST format/Tier I interventions and report effectiveness on RHD Site Council Survey. (Continued Goal)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional development for MAP Growth Assessments	Goal Not Met MAP Growth professional development provided Fall 2022	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. (Continued Goal)

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 and ELA/math end of unit assessment analysis and classroom ELA and math intervention strategies/progress monitoring. To include how teachers can collect data using Synergy Assessment System and/or Synergy Gradebook.

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
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Certificated prep hours before trainings to be paid at hourly rate.

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 regarding Student Support Teams (SST) and MTSS/PBIS structures to enhance Tier I academic supports in classrooms as well as SIRAS document program for SSTs.

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)
500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Intervention strategies for teachers and instructional Assistants. RHD staff to provide training with hourly rate provided for prep.
3000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures MCOE SIRAS trainings for SST document program. Also see Goal 2 for MTSS PD fees

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Multilingual (EL) Students

Strategy/Activity

Ensure all classrooms are teaching the three writing genres: narrative, informational/explanatory, and opinion/argument by providing scaffolds for our multilingual students would include, but are not limited to: anchor charts, modeling writing, interactive writing, buddy writing, mentor texts, TPSW strategies and explicit grammar instruction embedded within a shared writing.

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 4

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

Determination if Synergy Assessment System can collect end-of-unit assessments for ELA and math. 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 2023-24 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)

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

Purchase Additional Rising Voices Book Collections for Classrooms for increased representation of authors and characters of color - if funding is provided through CA State grant like it was in 2022-2023.

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)

<p>8,000</p>	<p>None Specified None Specified Purchase of Rising Voices Collections: Girls in STEAM and Latino Stories if funding if provided through CA State grant. If not, make PG PRIDE request for funding.</p>
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Annual Review

SPSA Year Reviewed: 2022-23

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.

Students scoring in red on DIBELS or received Low on MAP ELA or math were provided Intervention services with parent permission. Small groups of 4-5 met in the Intervention or Resource room for grades Kindergarten-3rd and 4th and 5th grade ELA services were met with enrollment in READ 180.

From September 6, 2022 through May 19, 2023 (Between Fall and Spring assessment periods), 118 K-5 students have benefited from Tier-2 and Tier-3 targeted intervention instruction and/or Tier-1 intervention push-in support at Robert Down Elementary School. 103 K-5 students were served by our reading intervention program; 27 2nd-5th-grade students received targeted math

intervention. 72 students (70%) served by our reading intervention program achieved DIBELS proficiency and/or 50th-99th %ile in MAP language arts assessment by the end of year. Eleven of our 27 students (41%) in math intervention showed significant growth, improving one or more quantiles in MAP math assessment by the end of year.

RHD did not meet the goal to use Superkids, Benchmark, and SWUN Math assessment results. PGUSD plans to provide professional development in Synergy online grading and assessment system during the 2023-2024 school year.

RHD staff learned about the basics of MTSS through several videos and will receive training from the Monterey County of Education (MCOE) or an equivalent program in 2023-2024. In addition, the staff learned about the SST Process that was adopted at Forest Grove Elementary School and will adopt the SIRAS SST program during the 2023-2024 school year in order to streamline services for students and make PGMS staff aware of students that held SSTs or have active 504s, and/or IEPs.

A Q and A form was provided to families on the RHD website to explain the SST process and why it occurs.

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 lack of personnel continued to keep all intervention groups from having an adult lead at all times. If ESSR funds are not available to continue instructional assistant intervention support, additional site or general fund monies may be required to ensure all students have an adult to work with during Intervention.

Spring MAP results were 10-20% lower than last Winter 2022, which may have occurred since the testing window was moved up to an April administration. The hope was to avoid test fatigue on the 2023 May CAASPP assessments. A baseline for the April MAP assessment window was established for subsequent years.

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.

The MAP assessment program needs to add the ability to gather SED, SWD, and EL results so staff are able to determine Tier I supports throughout the school year.

RHD will adopt Monterey County's SIRAS SST document program to enroll students into the system and ensure access regardless of where students attend public school in the area.

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 4

RHD will strive to provide a safe environment for staff, students, and parents by meeting the goals set in the RHD Safe School Plan, update the plan each year, and add behavior data and response professional development for staff and parents.

Identified Need

Staff needs to be trained in the use of Synergy Behavior Incident Reporting via the Teacher VUE App and/or desktop program to help with documenting incidents. RHD Site Council/Safety Committee inquired about the locations of Epi-Pens and Gluca Pens with a request to ensure they are available to all staff at several points around campus. With the increased storms and rain, water continuously ran onto the intermediate blacktop, causing slippery surfaces and areas that could not be accessed by students to play.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	<p>CA Healthy Kids 5th-Grade Student Survey results indicated a 14% reduction of students being hit or pushed, 22% reduction in mean rumors spread about students, 16% reduction in being called bad names or being the target of mean jokes, and 17% reduction of cyberbullying instances - Goal Met.</p> <p>CA Healthy Kids Survey Results indicated 80% of students felt safe at School - a 5% reduction - Goal Not Met</p> <p>74% of staff felt that PGUSD elementary schools were safe for students to attend.</p> <p>82% of PGUSD elementary staff indicated that school was a safe place to work.</p>	CA Healthy Kids results will reflect a 5% reduction in bullying behaviors and that RHD is perceived as a safe school to attend, work at, and to send a student.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>92% of PGUSD elementary parents felt it was a safe place for their children.</p> <p>54% of parents felt bullying is a small, somewhat, or large problem.</p>	
RHD Site Council Survey	<p>Site Council survey was not conducted for 2022-2023.</p> <p>Baseline to be conducted during 2023-2024</p>	<p>RHD Staff will indicate that professional development helped guide them with student interactions regarding student conflicts and Equity training helped them understand and provide better supports for marginalized students and their families.</p>
Synergy Behavior Incident Collection	<p>Toolbox reflections were used as discipline referral forms in 2022-2023. Synergy system still needs to be used in a consistent basis to collect data for discipline incidents.</p> <p>Baseline to be conducted during 2023-2024</p>	<p>Behavior Incidents will provide what kind of negative behaviors are being displayed at school.</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 and staff

Strategy/Activity

PGUSD elementary staff indicated elementary schools needed to add radios for campus communication needs. Eight were purchased with RHD site funds in 2021-2022.

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)

3600

Source(s)

Unrestricted
5800: Professional/Consulting Services And Operating Expenditures
Costs for eight radios from Silke Communications

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and staff

Strategy/Activity

Continued RHD Safety Plan goals for 2023-2024:

- Create bins with water, towels, and duct tape for each classroom to use during Shelter in Place emergency response
- Provide all classrooms that have windows indoors with a Velcro cover to place quickly in Secure Campus and Lockdown/Barricade protocols
- Train night custodians in Big Five Safety protocols
- Label all electrical panels correctly
- Conduct inventory of all hazardous materials on campus
- Inventory electrical strips used on campus and if they are being used safely
- Student Release Banners
- Close off access to back and sides of portables

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)

Unrestricted
4000-4999: Books And Supplies
Costs for Shelter in Place Bins and supplies, Velcro covers, labels, student release table/banner, and any updated electrical strips needed (All replaced in 2020-2021).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Staff

Strategy/Activity

Synergy Teacher VUE/Desktop app professional development in use of behavior incident data gathering to be provided by principal/PG Tech.

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 and staff

Strategy/Activity

Quarterly checks by custodians on all exterior gates, especially the back Junipero Gate, to ensure they are functioning properly and to determine if any maintenance is needed so they open/shut without getting stuck.

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)

Students with specific health concerns

Strategy/Activity

Inventory of current EpiPen and GlucaPen locations around campus with analysis to add locations, if needed, for general use during emergencies.

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: 2022-23

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.

Eight radios for increased radio communication were purchased in 2021-2022. Staff indicated in PGUSD Safety Survey that more radios are needed. Current RHD Site radios do not meet the need for recess and lunchtime personnel.

Increased communication through radios will help continue to make RHD a safe place to work and learn. Use of the Synergy Behavior Incident log will provide Site Council and RHD Leadership information about how SPSA goals and activities are affecting undesired behaviors (eg. bullying, conflicts on the playground. etc).

Safety Plan Goals

Windows needing covers attached with velcro, PA system speaker check and new parts installed, and table and location for Search and Rescue goals accomplished for 2022-2023.

Completing the RHD Safety Plan goals will provide increased security and safety in response to Big Five Safety Protocols along with quarterly gate checks and analysis of EpiPen and GlucaPen locations with the determination of additional locations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Time needs to be carved out for nighttime custodians to receive training. Too many weeks occurred where sub-personnel were needed or custodians were moved to another location. The Director of Facilities needs to participate in the training to ensure his employees understand what to face and how to support campuses in safety response situations. PGUSD conducted an all-site Safety Survey to determine how to provide financial resources to meet the safety needs of all campuses.

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.

PGUSD summer maintenance plans to replace singles on the main building roof and replace/repair for C-wing and E-wing roofing, install two water bottle filling stations, install a swale gutter system to prevent water from sitting on the intermediate blacktop, install an ERV filtration system in the library, replace flooring in the main building, and if the intermediate blacktop dries out enough slurry seal the playground. At some point in the year and with enough bond measure budget support, a shade structure will be installed in the outside lunch area.

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	\$47,367.00

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 (\$)
Donations	\$3,000.00
None Specified	\$8,000.00
Parent-Teacher Association (PTA)	\$1,000.00
Site Formula Funds	\$30,767.00
Unrestricted	\$4,600.00

Subtotal of state or local funds included for this school: \$47,367.00

Total of federal, state, and/or local funds for this school: \$47,367.00

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
- Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Heloisa Junqueira	Parent or Community Member
Patty Bloomer	Classroom Teacher
Tally Helfont	Parent or Community Member
Eric Bell	Parent or Community Member
Chelsea Hoover	Parent or Community Member
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.

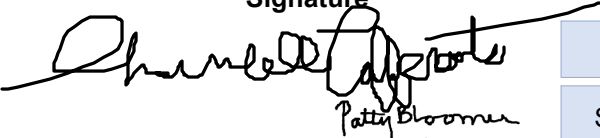

Recommendations and Assurances

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:


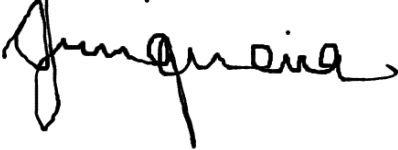
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee

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 8, 2023.

Attested:

	Principal, Sean Keller on May 10, 2023
	SSC Chairperson, Heloisa Junqueira on May 10, 2023

- | | |
|---|---|
| <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: Forest Grove School Plan for Student Achievement 2023-24

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Irene Preciado, PhD, Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the Forest Grove Elementary School Plan for Student Achievement for 2023-24

BACKGROUND:

At its May 16, 2023, meeting, the Forest Grove School Site Council reviewed and approved six school goals for our School Plan for Student Achievement 2023-24. Multiple data sources were used in developing the goals including our local diagnostic testing data, the California Healthy Kids Survey, CORE Social Emotional Learning student survey, feedback from the Parent Teacher Association, Principal Check In meetings for Families meetings, student feedback and staff meetings. Our goals align with Pacific Grove Unified School District goals as identified in our Local Control Accountability Plan. Forest Grove added a goal to reflect the ATSI, Additional Targeted Support and Improvement status identified in 2022 for English Learners. For reference, “LEAs with schools eligible for CSI and schools eligible for ATSI are required to develop school plans to improve student outcomes. LEAs may use the School Plan for Student Achievement (SPSA) template which meets the federal planning requirements for those schools operating a Title I, Part A, Schoolwide Program, or that are eligible for ESSA support and improvement.”

INFORMATION:

Forest Grove has set six goals for the 2023-24 school year. The goals fall under similar categories as our 2022-23 goals, but have been updated to reflect the current state of our intervention efforts on behalf of students. These goals continue to address learning gaps. The primary focus of our academic goals address learning recovery in English Language Arts and Math. The feedback from parent meetings, staff meetings, and student emotional wellness surveys revealed that social emotional learning continues to be a primary goal for our school. An important component of this goal will be the implementation of our cultural proficiency training to provide a learning environment where all students feel welcome. Forest Grove also continues to value the visual and performing arts as well as school safety, so those two goals remain part of our School Plan for Student Achievement. The sixth goal addresses the ATSI status and identifies English Learner needs and action plan to support their achievement.

Our six goals are:

1. Assess and address learning gaps English Language Arts and regularly measure student progress by student groups locally and yearly by state evaluations.
2. Assess and address learning gaps in math and regularly measure student progress by student groups locally and yearly by state evaluations.
3. Continue to support English Language Arts, Math, Science, and Social Studies through the visual and performing arts and measure yearly growth.
4. Address the social emotional learning needs at Forest Grove identified in the CA Healthy Kids Surveys and measure annual growth targets.

5. Continue to assess and improve school safety through the use of a comprehensive evaluation of the safety plan with M.C. Kimball and Associates and all stakeholder input to increase everyone's sense of safety and well-being. Annual growth targets will be measured.
6. All English Learners will increase performance and proficiency achievements to be measured yearly.

FISCAL IMPACT:

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

School Year: **2023-24**



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	5/16/2023	June 1, 2023

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)

Additional Targeted Support and Improvement
 School eligibility was determined in 2022–23 using only one year of Dashboard data from the 2022 Dashboard - Student group: English Learners

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 and has added a goal to reflect the ATSI, Additional Targeted Support and Improvement status identified in 2022 for the student group, English Learners.

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 2022-23. The survey was given to fifth grade students, families, and staff. The number of participants was lower across the District for the 2022-23 school year. The results presented reflect the responses, but additional efforts need to be put in place to garnish more responses for the 2023-24 School Year.

The following highlights were drawn from the student survey:

- Caring Relationships increased by 2% from 73% to 75% (*State average 2022-23 71%)
- School Connectedness decreased by 7% from 84% to 77% (*State average 2022-23 70%)
- Academic Motivation increased by 5% from 88% to 93% (*State average 2022-23 76%)
- Perceived School Safety increased by 3% from 71% to 74% (*State average 2022-23 74%)
- Promotion of Parental Involvement increased by 25%** from 63% to 92% (*State average 2022-23 78%)

Areas of focus

School Connectedness decreased 7% from 84% to 77% (*State average 2022-23 70%)

Action: Increase classroom and school scholar choice & voice

Rule Clarity increased 8% from 66% to 74% (*State average 2022-2023 74%)

Action: SOAR - Safe, On-task, Accountable, Respectful & Toolbox

- falcon feather recognitions
- assemblies
- banners

Areas of focus for our school from last year:

74% felt positively about anti-bullying efforts at Forest Grove. difference +7%

To measure the social emotional growth of students, Forest Grove conducted the CORE Social Emotional Learning Survey in Fall 2022 and Spring 2023 with students in grades 3-5.

The results and key indicators of Parental Involvement, School Climate, and Student Behavior for Forest Grove were recorded after the spring survey was completed and tabulated as follows:

Fall 2022 184 students participated and reported an average of 76.2% and Spring 2023 106 students participated and reported an average of 71.09%.

Parent Survey - California Healthy Kids Survey**

Key Indicators of Parental Involvement, School Climate, and Student Behavior

All ES MS HS NT

% % % % %

Parental Involvement

- Promotion of parental involvement+ 43 49 37 26 63
- Parental involvement in schools 61 64 62 53 20
- School encourages me to be an active partner+ 44 49 41 26 67
- School actively seeks the input of parents+ 31 34 32 14 83
- Parents feel welcome to participate at this school+ 39 52 24 20 20

School Supports for Students

- Student learning environment+ 40 46 35 26 65
- School is a safe place for my child+ 43 48 42 26 83
- School motivates students to learn+ 42 50 33 23 83
- School has adults who really care about students+ 52 61 41 30 83
- Opportunities for meaningful student participation+ 37 36 36 33 83
- Communication with parents about school# 48 57 36 35 60
- Teachers responsive to child's social and emotional needs(G) 85 96 75 63 100

School provides parents with advice and resources to support my child’s social and emotional needs(G) 78 78 89 63 100

Fairness, Rule Clarity, and Respect for Diversity

School enforces school rules equally† 34 37 33 26 50

School treats all students with respect† 43 48 41 28 67

School promotes respect of cultural beliefs/practices† 34 38 32 23 33

Substance Use, School Disorder, and Bullying

Substance use problems¶? 17 2 21 57 73

Student alcohol and drug use‡? 4 1 3 20 0

Student vaping or e-cigarette use‡? 6 1 5 28 0

School disorder¶? 22 19 25 29 26

Harassment or bullying of students‡? 10 8 13 15 0

Facilities

School has clean and well-maintained facilities/properties†? 42 51 39 16 33

Notes: Cells are empty if there are less than 5 respondents.

Legend:

†Average percent of respondents reporting “Strongly agree.”

§Average percent of respondents reporting “Yes.”

?In-School only.

#Average percent of respondents reporting “Strongly agree” or “Very well.”

(G)Average percent of respondents reporting “Agree” or “Strongly agree.”

¶Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

‡Percent of respondents reporting “Large problem.”

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

The results for the parent survey were recorded after the spring survey was completed and tabulated with the results available as a combined group for the two elementary schools.

A total of 168 parents submitted the survey for both elementary schools which is consistent with the middle and high school completion totals of 71 and 49 respectively.

The areas where elementary school ranked higher than the combined district total included:

- 1) Parental Involvement with the highest difference of 13 %age points: Parents feel welcome to participate at this school 52% compared to a combined district total of 39%
- 2) School Supports for Students: Parental Involvement with the highest difference of 11 %age points: School has adults who really care about students 61% vs 52% district and Teachers responsive to child’s social and emotional needs 96% vs 85% district
- 3) Facilities 51% vs 42% district

The areas where elementary school ranked similarly to the combined district total included:

- 1) Fairness, Rule Clarity, and Respect for Diversity (differences only a couple percentage points higher for elementary schools than the combined district totals)

Additionally, Forest Grove gathered parent input during several meeting opportunities throughout the school year. The following meetings were held regularly with some meetings being canceled due to power outages, Internet interruption or inclement weather:

- Parent Check Ins with the Principal
- English Language Advisory Committee ELAC
- Parent Teacher Association general and executive PTA meetings
- School Site Council Meetings SSC - scheduled monthly

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, the principal conducted informal and formal teacher evaluations of twenty teachers. Informal classroom evaluations were conducted weekly by the principal with a combined total of 25-50 unscheduled classroom observations across all grade levels. During the 2022-23 School Year, the principal conducted over 90 formal classroom observations which included formal meetings to review planning, lesson delivery and post-conferences to review lesson delivery and observations, each meeting lasting 30-60 minutes. Evaluations for teachers who selected non-classroom observations were consistent with bargaining contract language and totaled seven teachers who designed plans to support professional and student growth. Each alternative evaluation consisted of a pre-planning, planning, progress and final evaluation, each consisting of 30-60 minutes. All evaluations included written plans and written feedback provided by/to individual teachers. All of the informal and formal classroom and alternative evaluations were student-focused. Additionally, District and site administration conducted unscheduled prompt regular classroom walkthroughs and found that teachers were using district adopted curriculum materials in a satisfactory manner to teach the California Content Standards and student engagement was consistently prioritized. All final teacher evaluations were submitted during the last week of April 2023. In addition to classroom observations and evaluations for teachers, the principal also conducted classified evaluations for ten employees who serve in critical roles supporting students in the classroom, the playground, the office, health office, school grounds and the cafeteria. Each evaluation lasted an about half an hour and each took place prior to the end of the school year.

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)

In 2022, the Smarter Balanced Assessment was administered in grades 3-5. The local data gathered were the Measurement of Academic Progress for all grade levels in reading and math, DIBELS, Dynamic Indicators of Basic Early Literacy Skills in all grades for reading fluency; SRI, Scholastic Reading Inventory, and SMI, Scholastic Math Inventory data and the SEL, Social Emotional Learning. The comprehensive data from these assessments supported the decision-making to place students into intervention groups, to monitor and support student growth. Staff and parents were informed via parent-teacher communication, conferences, SSTs, Student Study Team meetings, and in other formalized individualized student meetings.

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

In grades TK-2, the language arts program, SuperKids 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 2022-23. Included within the curriculum are formative and summative assessments aligned the California Content Standards in math. Additionally, Forest Grove uses the Measurement of Academic Progress in reading and math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at Forest Grove meet 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 required 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 grade level and/or particular assignment.

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

All staff development is aligned to support the teaching and learning in alignment with the California Content Standards. Data from multiple sources is used to identify areas of professional need. In 2022-23, local staff development focused on equity as the District entered its second year of Cultural Proficiency training.

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

Forest Grove supported the teaching staff with a full time math and a Title 1 full time language arts teachers who are experts in their field and provided instructional supports during the 2022-23 School Year.

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. Additionally in the 2022-23 School Year, the support staff including the principal, Title 1 teachers, math intervention teacher, ELD teacher, counselor and RSP teachers convened twice to review all student data once at the beginning of the year and once in the winter of 2023 to determine student needs, identify supports and student growth.

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 scheduled of Swun math. Intervention courses that serve our Title 1 and Title 3. English Learner students are embedded within the school day and offered before school or after school as needed in collaboration with parents/guardians. A push-in model of support is available for our Title 1 reading intervention students in third grade and for our fourth grade resource students wherefore students stay in their home classroom and staff provided individual or small group instruction supporting the concept/lesson being taught/learned in the classroom.

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)

The regular program provides English Language Arts and Math services for underperforming students through an in-class and/or pull out intervention model.

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)

The resources available from family, school, district, and community to assist under-achieving students are identified based on individual and grade level needs and include intervention supports, counseling, regular progress monitoring and growth analysis which are shared with staff and the student's guardian/parent. In addition, family, school, district and community participate in regularly scheduled leadership meeting such as ELAC, English Language Advisory Committee SSC, School Site Council, and all gatherings provide opportunities to evaluate and/or discuss the need for additional assistance for under-achieving students. Staff and parents actively engage in fundraising through PTA, Parent Teacher Association to support us in establishing priorities that help improve student achievement. In all family and community events as well as through informal processes such as email, phone calls and in-person conversations parents/guardians express their needs and the composite of all information and feedback drive the school and District plans.

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)

The SSC, School Site Council which includes parents/community representatives, classroom teachers, and other school personnel, are engaged in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) For reference: 2022-23 <https://www.cde.ca.gov/fg/aa/co/documents/ca22sassurances.docx>

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The District allocates Title I funding to support underperforming students by funding a credentialed intervention teacher's contract as well as the support of a highly qualified instructional assistant.

Fiscal support (EPC)

All site funds, general and categorial funds are used appropriately used to support the core programs (reading/language arts, English language development, and mathematics) and the goals as outlined in the annually reviewed Forest Grove Elementary SPSA.

Educational Partner 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 the FGE School Plan for Student Achievement.

- At School Site Council meetings, the team reviewed progress made toward on goals and engaged in updates of the plan.
- Forest Grove Principal ongoing Check Ins with families and friends
- Staff was consulted during regular Site Leadership Team Meetings and Staff Meetings

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources throughout the school are provided based on need and while additional resources can always be identified, the only identified inequities have been the fieldtrip participation as compared to our sister elementary school and within grade levels. This discrepancy is being addressed, but it has not been linked as an inequity due to resources. It is hereby noted for posterity and follow up.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	90	67
Grade 1	64	60	64
Grade 2	60	63	59
Grade3	59	58	70
Grade 4	75	69	60
Grade 5	59	68	67
Total Enrollment	391	408	387

Conclusions based on this data:

1. The enrollment decline has not recovered to the enrollment of 422 in the 2019-20 School Year.
2. In reviewing diagonally, class cohorts have declined consistently over the last three-year data here covered. For example in 2019-20, there were 93 Kindergarteners. In 2020-21, there were only 64 first graders enrolled and by second grade in 2021-22, only 63 students were enrolled.
3. Third grade is currently the largest class with an enrollment of 70 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	44	41	32	11.30%	10.0%	8.3%
Fluent English Proficient (FEP)	31	31	28	7.90%	7.6%	7.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The total number of students classified as English Learners has remained fairly consistent over the past three years.
2. Reclassification rate was reported as zero for the 20-21 school year.
3. However, internally, it was reported students were reclassified but the records do not appear on this data chart.

School and Student Performance Data

Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	198	190	96	4	67
Female	110	105	95	5	72
Male	88	85	97	3	61
American Indian or Alaska Native	3	3	100	0	67
Asian	30	30	100	0	67
Black or African American	3	3	100	0	33
Filipino	0	0	0	0	0
Hispanic or Latino	46	42	91	9	52
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	50
White	112	110	98	2	75
English Learners	21	21	100	0	33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	10	91	9	90
Socioeconomically Disadvantaged	45	45	100	0	49
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	32	30	94	6	23

School and Student Performance Data

Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	198	190	96	4	56
Female	110	105	95	5	54
Male	88	85	96	4	58
American Indian or Alaska Native	3	3	100	0	100
Asian	30	30	100	0	60
Black or African American	3	3	100	0	67
Filipino	0	0	0	0	0
Hispanic or Latino	46	42	91	9	48
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	100
White	112	110	98	2	81
English Learners	21	21	100	0	14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	10	91	9	80
Socioeconomically Disadvantaged	45	45	100	0	38
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	32	30	94	6	13

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	57		0	55		0	55		0.0	96.5	
Grade 4	76	67		0	65		0	65		0.0	97.0	
Grade 5	58	71		0	71		0	71		0.0	100.0	
All Grades	194	195		0	191		0	191		0.0	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2435.			32.73			23.64			20.00			23.64	
Grade 4		2496.			38.46			24.62			18.46			18.46	
Grade 5		2531.			29.58			36.62			21.13			12.68	
All Grades	N/A	N/A	N/A		33.51			28.80			19.90			17.80	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		27.27			50.91			21.82		
Grade 4		26.15			58.46			15.38		
Grade 5		28.17			64.79			7.04		
All Grades		27.23			58.64			14.14		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.82			54.55			23.64	
Grade 4		24.62			56.92			18.46	
Grade 5		25.35			60.56			14.08	
All Grades		24.08			57.59			18.32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.55			78.18			7.27	
Grade 4		16.92			76.92			6.15	
Grade 5		11.27			78.87			9.86	
All Grades		14.14			78.01			7.85	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18			67.27			14.55	
Grade 4		26.15			61.54			12.31	
Grade 5		19.72			64.79			15.49	
All Grades		21.47			64.40			14.14	

Conclusions based on this data:

1. The combined percent of students whose overall achievement exceeded or met standards for all grades varied by -6.92%: In 18-19 reaching 69.23% and 21-22 reaching 62.31%.
2. The largest negative difference in achievement at above standard was in the area of research and inquiry with a loss of -13.91% for all grades. In 18-19 35.38 and 21-22 21.47%
3. The second largest negative difference in achievement at above standard was in the area of listening with a loss of -12.53% for all grades. In 18-19 26.67% and 21-22 14.14%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	57		0	55		0	55		0.0	96.5	
Grade 4	76	67		0	65		0	65		0.0	97.0	
Grade 5	58	71		0	71		0	71		0.0	100.0	
All Grades	194	195		0	191		0	191		0.0	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2451.			25.45			34.55			20.00			20.00	
Grade 4		2497.			27.69			29.23			27.69			15.38	
Grade 5		2500.			12.68			21.13			36.62			29.58	
All Grades	N/A	N/A	N/A		21.47			27.75			28.80			21.99	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3					32.73			52.73		14.55
Grade 4					33.85			49.23		16.92
Grade 5					16.90			56.34		26.76
All Grades					27.23			52.88		19.90

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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3					36.36			43.64		20.00
Grade 4					26.15			52.31		21.54
Grade 5					14.08			60.56		25.35
All Grades					24.61			52.88		22.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.09			58.18			12.73	
Grade 4		27.69			58.46			13.85	
Grade 5		11.27			70.42			18.31	
All Grades		21.99			62.83			15.18	

Conclusions based on this data:

1. Overall, the difference between the 18-19 and the 21-22 school years for all grades performance is minimal with a loss of - 7.76% in the at or above and a loss of -1.48% for students scoring at or near standard.
2. For fifth grade, the difference between 18-19 and 21-22 school years was significant with a difference of 17.62% fewer students achieving above standards.
3. Communicating reasoning and demonstrating the ability to support mathematical conclusions has the highest percentage for students at all grades of % at or near standard with 62.83%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1431.3		*	1447.9		*	1392.3		7	15	
1	*	*		*	*		*	*		9	5	
2	*	*		*	*		*	*		7	9	
3	*	*		*	*		*	*		7	5	
4	*	*		*	*		*	*		9	4	
5	*	*		*	*		*	*		8	6	
All Grades										47	44	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.33		*	46.67		*	26.67		*	13.33		*	15	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	29.79	27.27		46.81	45.45		8.51	18.18		14.89	9.09		47	44	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	40.00		*	20.00		*	33.33		*	6.67		*	15	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	55.32	40.91		21.28	36.36		12.77	18.18		10.64	4.55		47	44	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	33.33		*	53.33		*	13.33		*	15	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	12.77	13.64		44.68	40.91		25.53	34.09		17.02	11.36		47	44	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	46.67		*	40.00		*	13.33		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	43.48	47.73		45.65	47.73		10.87	4.55		46	44	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	20.00		*	73.33		*	6.67		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	55.32	40.91		31.91	52.27		12.77	6.82		47	44	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	86.67		*	13.33		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	14.89	13.64		61.70	72.73		23.40	13.64		47	44	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33		*	46.67		*	20.00		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	26.09	38.64		54.35	52.27		19.57	9.09		46	44	

Conclusions based on this data:

1. As noted, per the Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.
2. A total of 44 students were tested during the 21-22 school year and the numbers since 2018 have remained in the 40's with 18-19 SY at 40; 20-21 at 47.
3. The majority of the students are enrolled in Kindergarten.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school’s student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
408	21.3	10.0	0.7
Total Number of Students enrolled in Forest Grove Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	10.0
Foster Youth	3	0.7
Homeless		
Socioeconomically Disadvantaged	87	21.3
Students with Disabilities	54	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.0
American Indian	2	0.5
Asian	35	8.6
Filipino	7	1.7
Hispanic	112	27.5
Two or More Races	22	5.4
Pacific Islander	4	1.0
White	210	51.5

Conclusions based on this data:

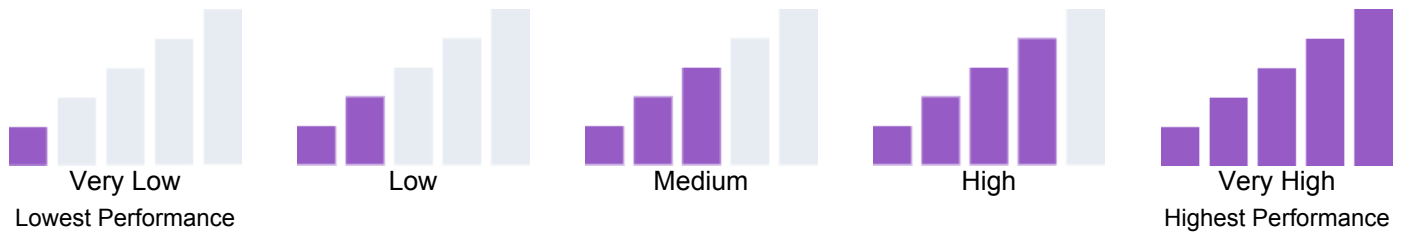
1. Forest Grove reports 10% population as English Learners.
2. Forest Grove has 21% of the student population identified as Socioeconomically Disadvantaged.
3. The two highest percentage of student population by Race/Ethnicity is White with 51.5% and Hispanic with 27.5%.

School and Student Performance Data

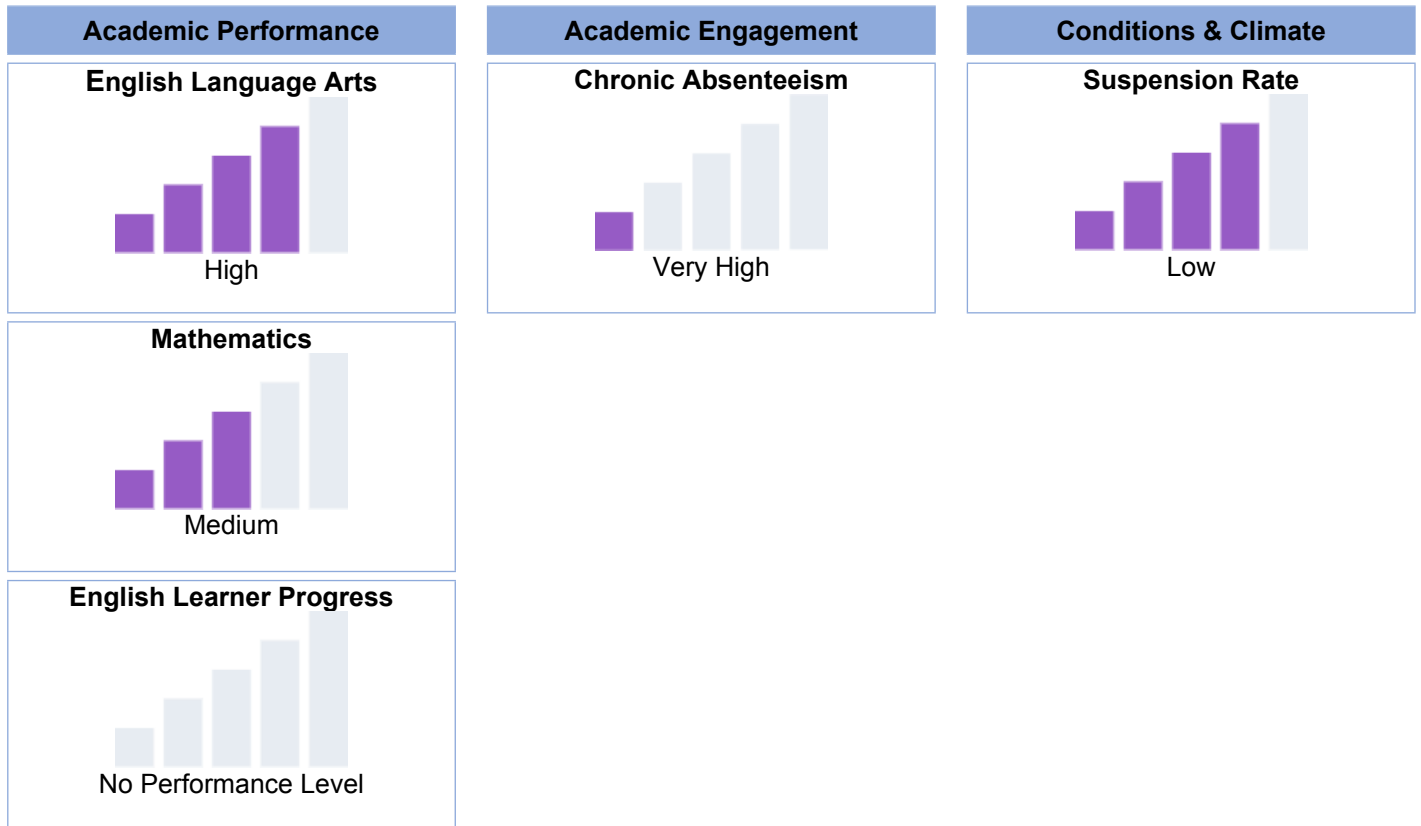
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

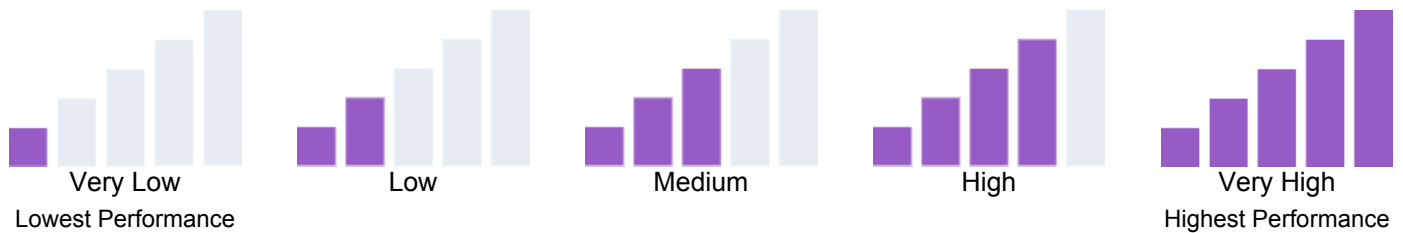
1. Chronic absenteeism is rated as very high.
2. English Language Arts is a high performance area..
3. The area of mathematics falls in the medium range.

School and Student Performance Data

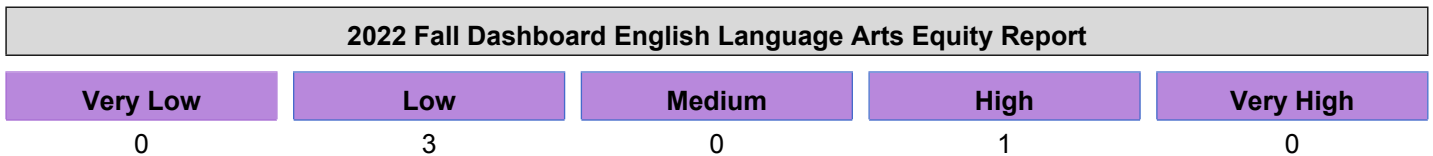
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

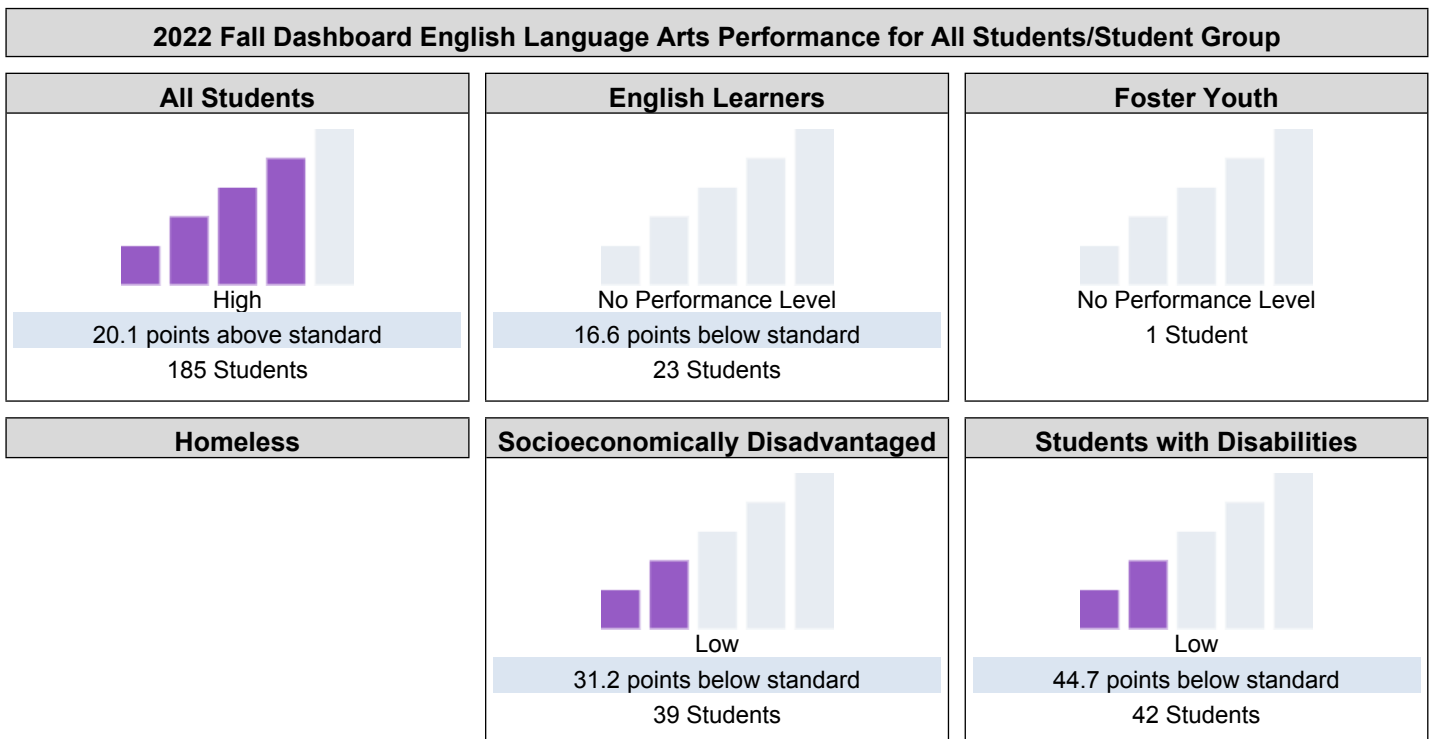
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



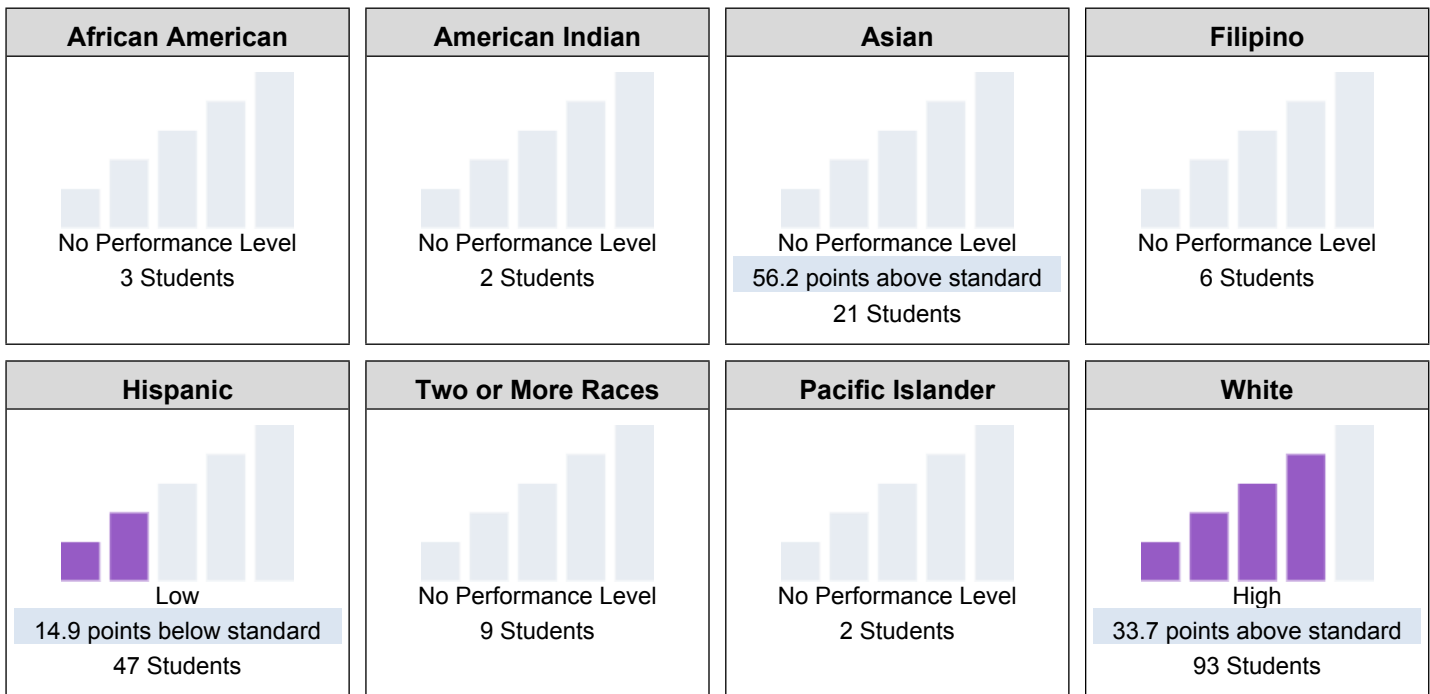
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.9 points below standard 12 Students	28.5 points above standard 11 Students	21.9 points above standard 149 Students

Conclusions based on this data:

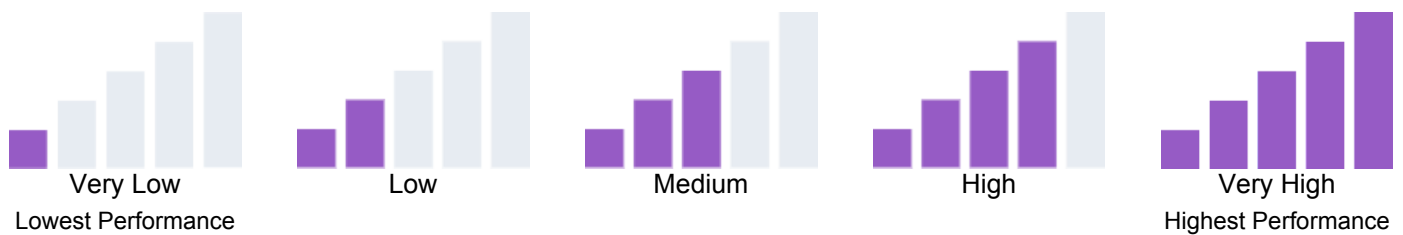
- The equity report indicated one area as high, but there are two areas ranked high and three areas ranked low. All students rated high scoring 20.1 points above standard. White students rated high scoring 33.7 points above standard.
- The three areas ranked low are Students with Disabilities score (42) 44.7 points below standard;; Socioeconomically Disadvantaged score (39) 31.2 points below standard; and Hispanic (47) score 14.9 points below standard.
- English Learners (12) scored 57.9 points below standard and Reclassified English Learners (11) scored 28.5 points above standard and English Only (149) students scored 21.9 points above standard.

School and Student Performance Data

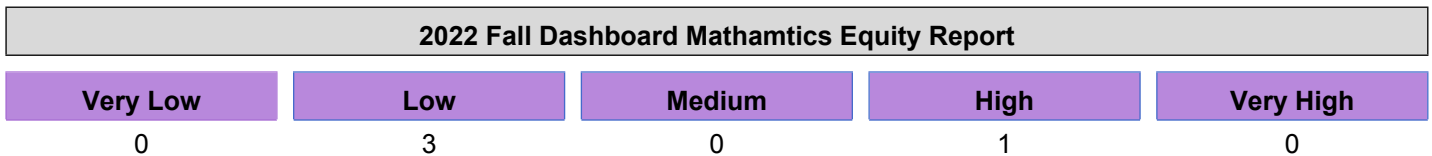
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

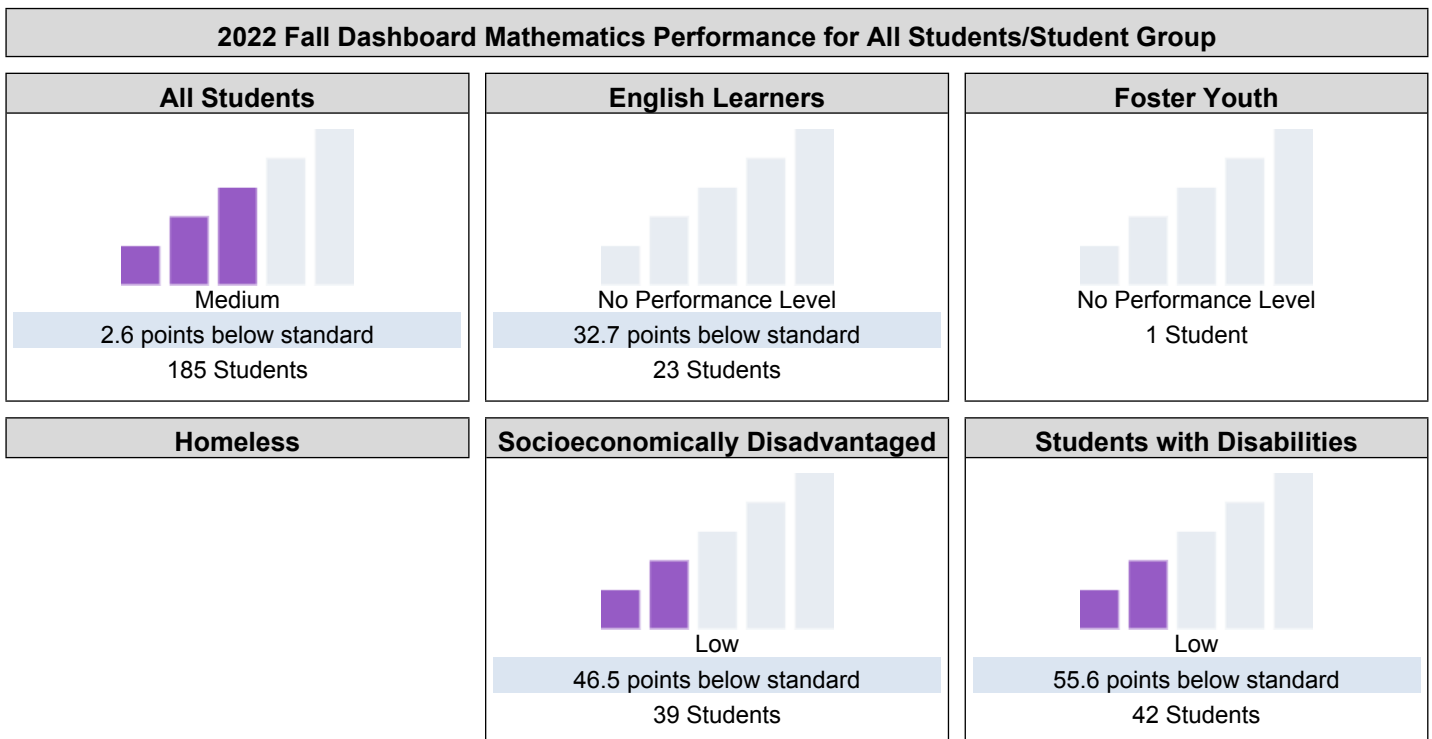
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



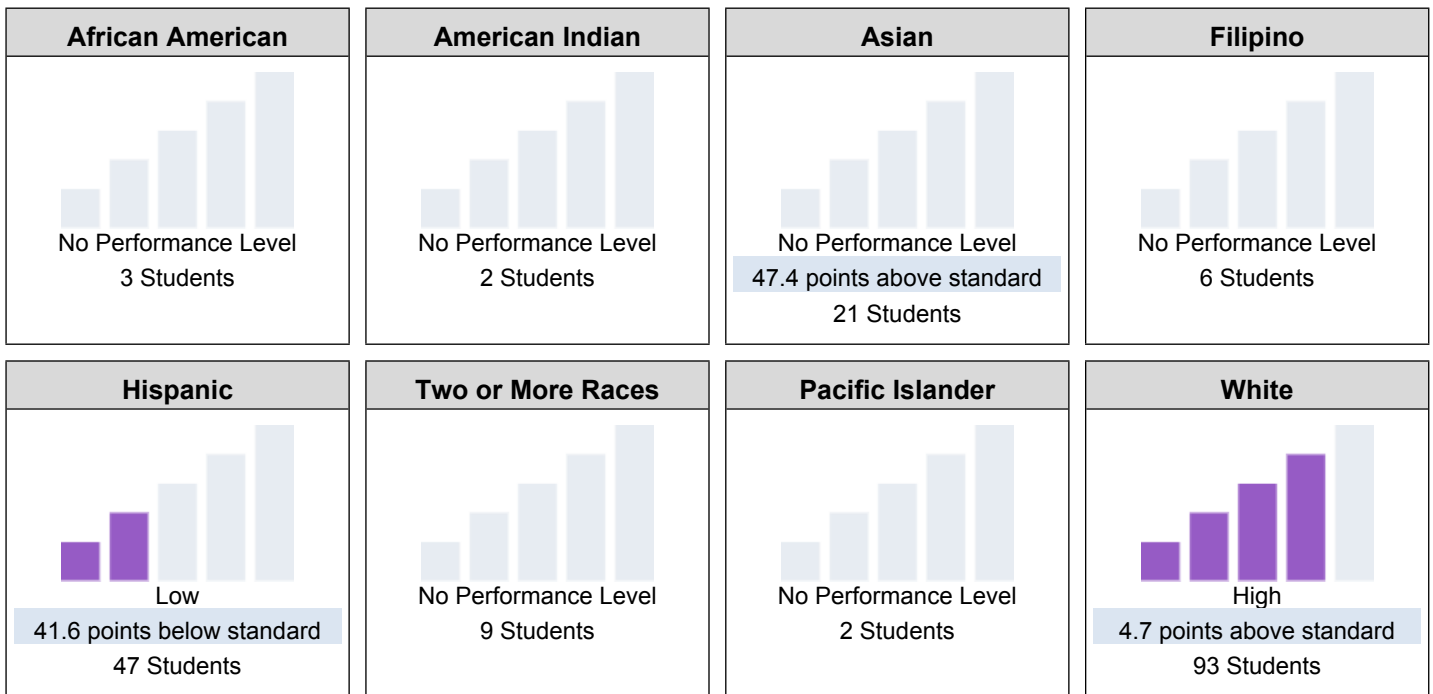
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
44.8 points below standard 12 Students	19.4 points below standard 11 Students	0.6 points below standard 149 Students

Conclusions based on this data:

1. The equity report indicates one area as high and three areas low. The high area is White scoring 4.7 points above standard with a total of 93 students,
2. The three low areas are: Students with Disabilities (42) scoring 55.6 points below standard; Socioeconomically Disadvantaged (39) scoring 46.5 points below standard; and Hispanic (47) scoring 41.6 points below standard;
3. The English Learner Dashboard shows English Learners (12) are scoring 44.8 points below standard and Reclassified English Learners (11) are scoring 19.4 points below standard.

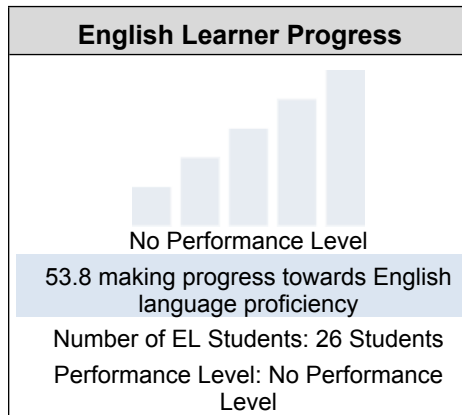
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 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.

2022 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
30.8%	15.4%	11.5%	42.3%

Conclusions based on this data:

- English Learners (26 or 53.8%) are making progress toward English Language Proficiency.
- Slightly over 30% of the students decreased one proficiency level in the fall 2022.
- Over 40% of the students progressed at least one proficiency level in the fall 2022.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

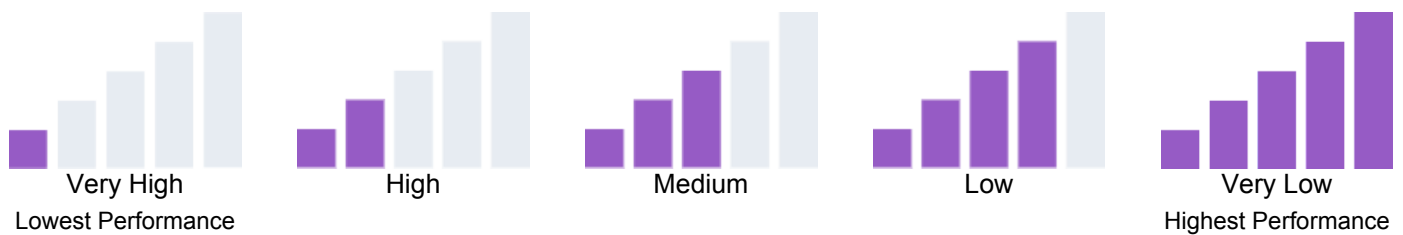
1. This section is not applicable to any elementary school.

School and Student Performance Data

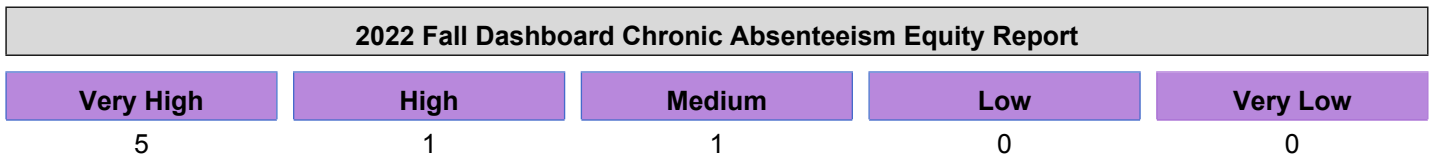
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

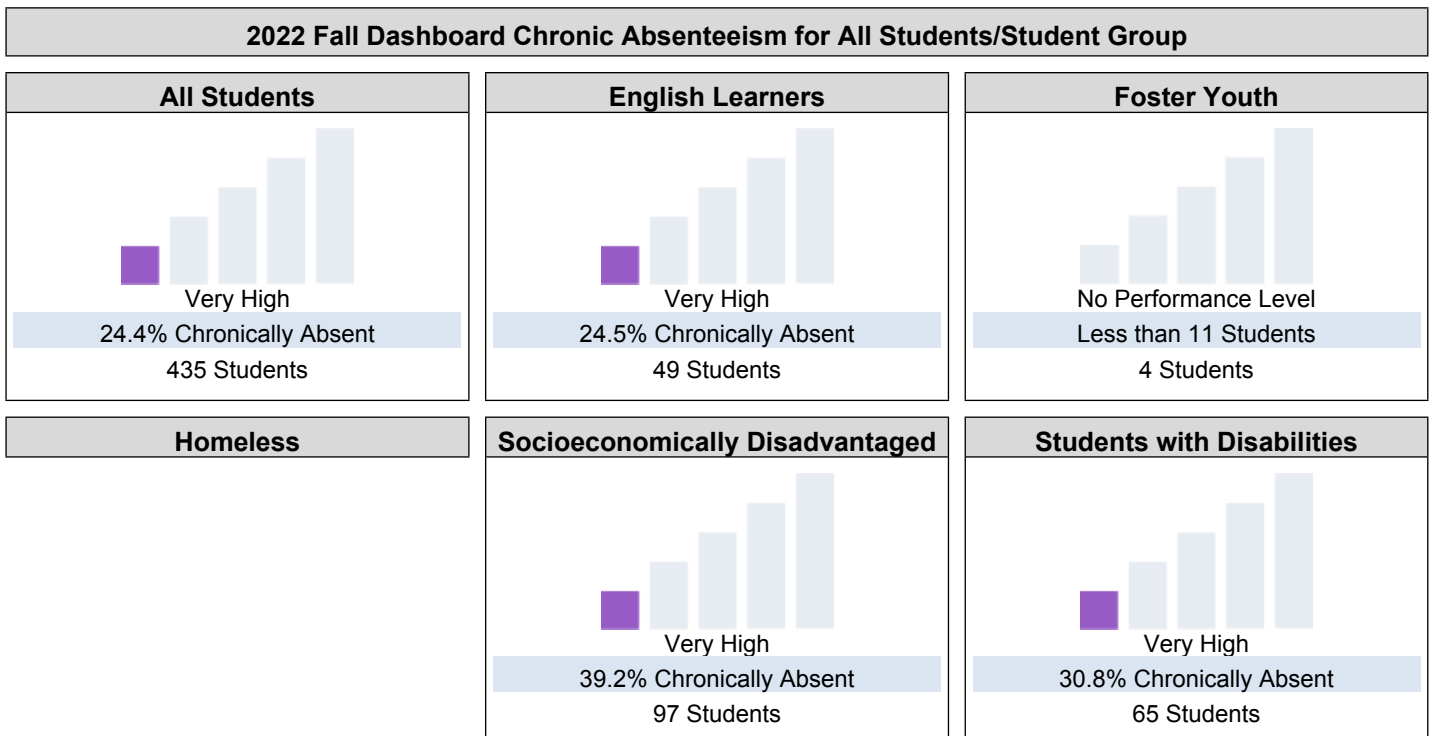
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



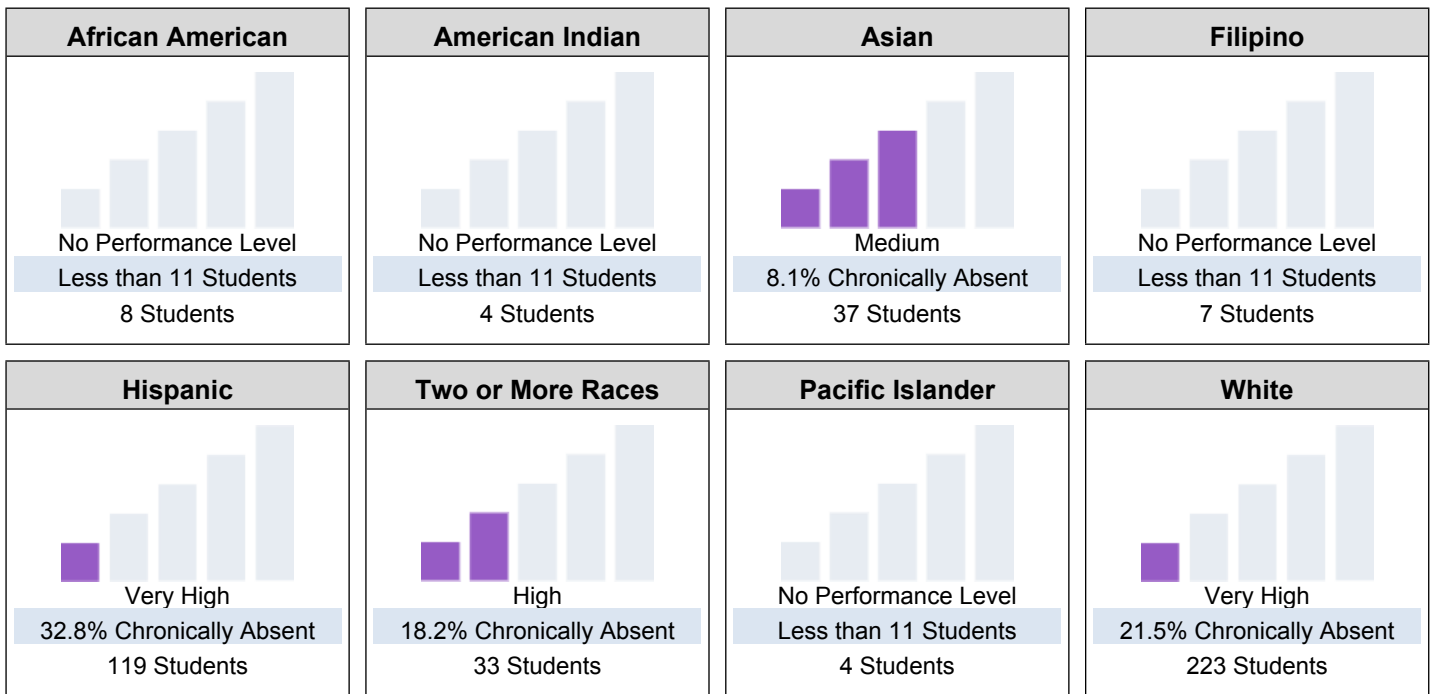
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Because performance on state measures is based on the 2021-22 school, the results for the 2022 Dashboard are shown in one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). The data is based on students enrolled in kindergarten through grade 5 who are absent 10 percent or more of the instructional days they were enrolled.
2. Five areas ranked as very high Chronically Absent: Socioeconomically Disadvantaged 39.2%; Hispanic 32.8%; Students with Disabilities 30.8%; English Learners 24.5%; All Students: 24.4%
3. One area ranked high Two or More Races 18.2% and one area ranked medium Asian 8.1%

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

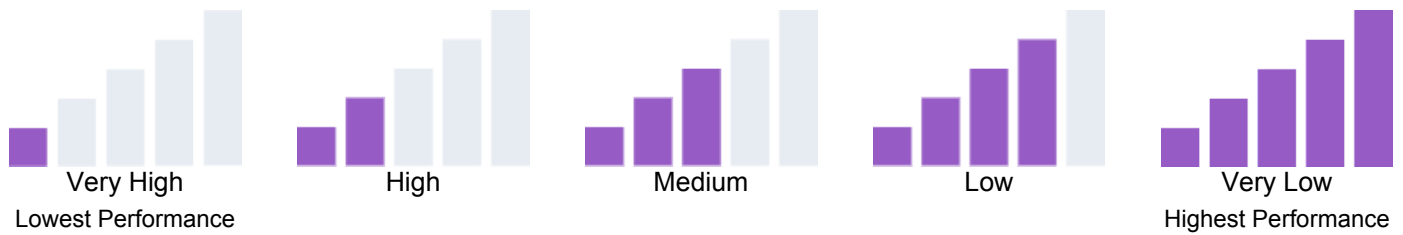
- This section is not applicable to any elementary school.

School and Student Performance Data

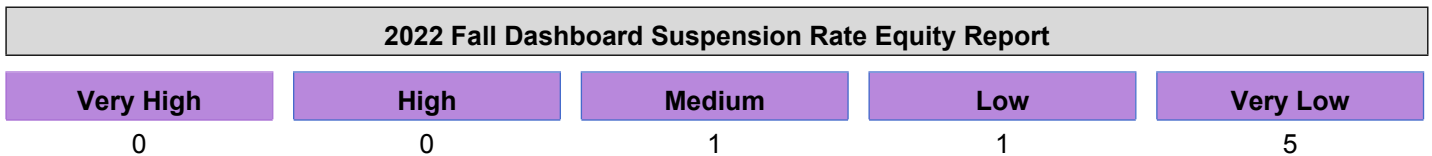
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

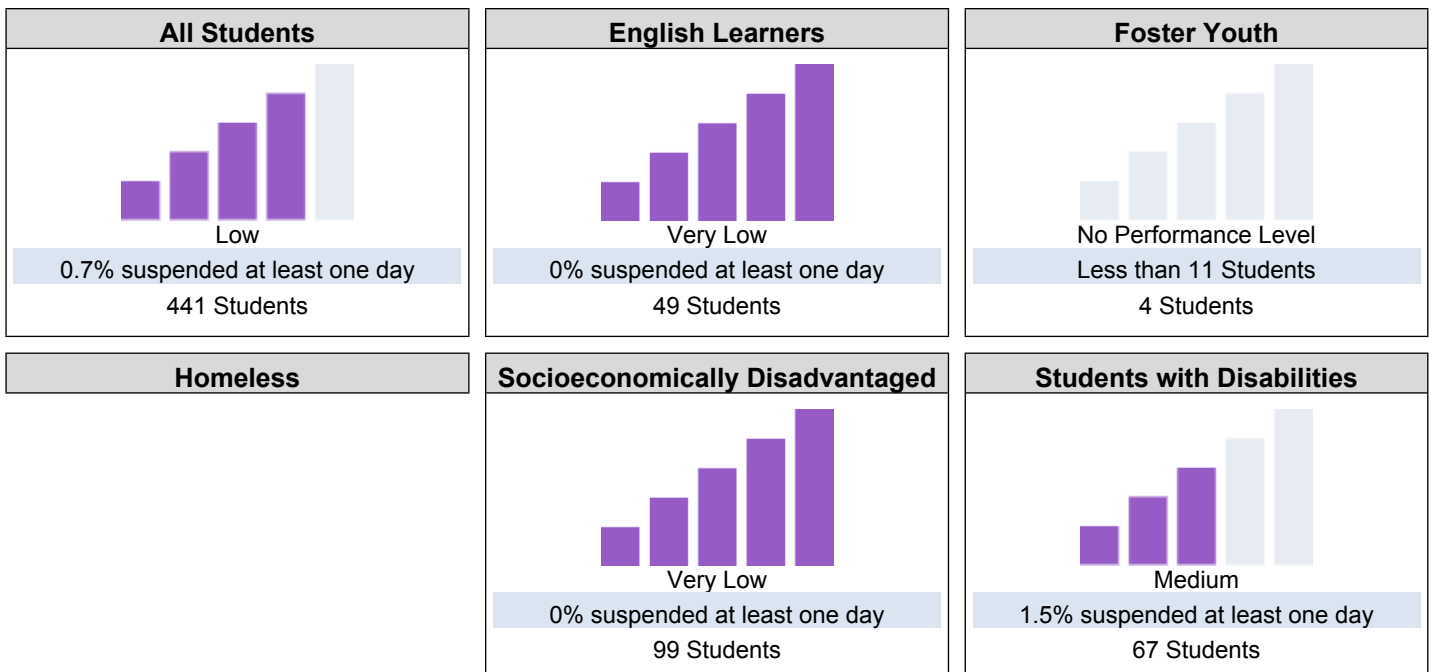


This section provides number of student groups in each level.

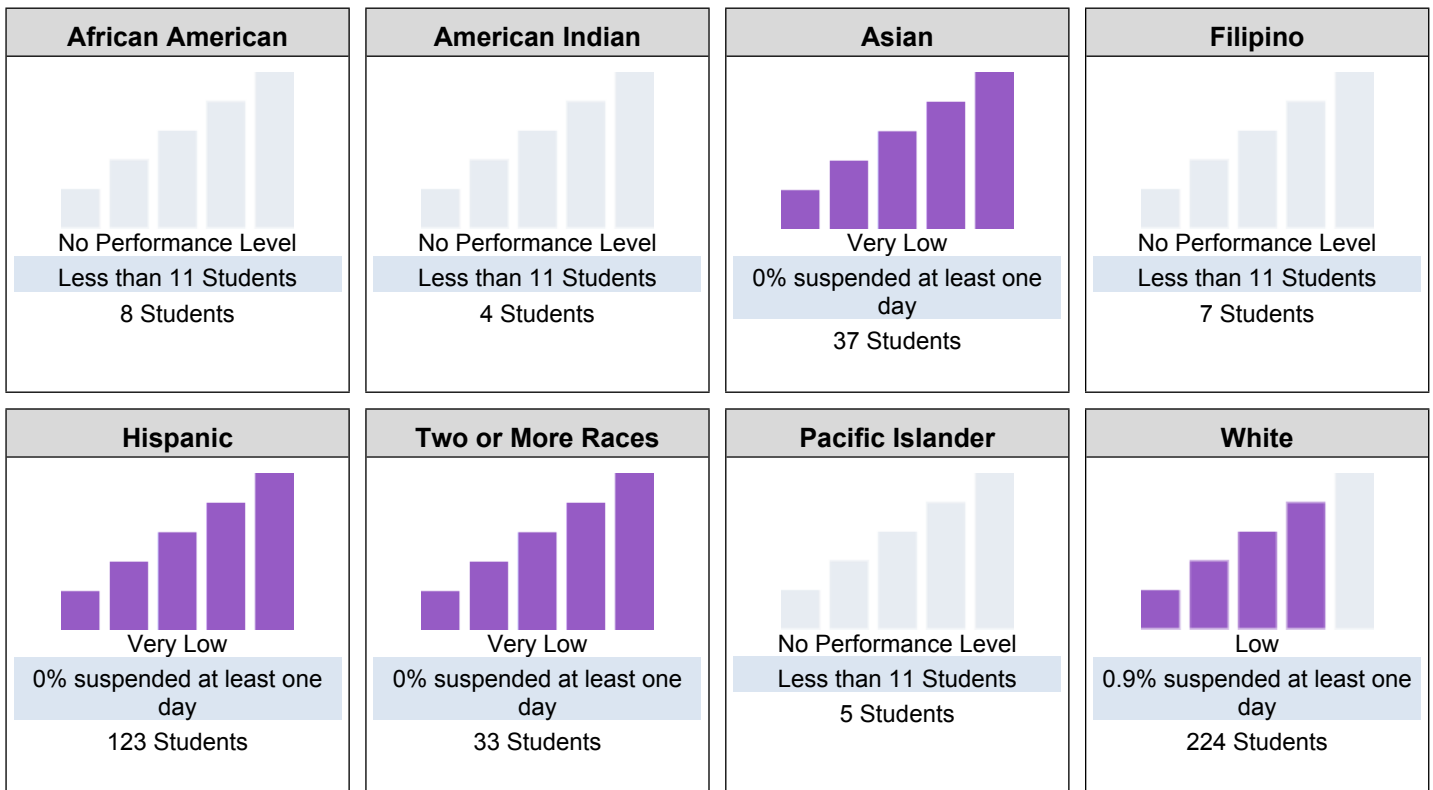


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Forest Grove has very few students who are suspended.
2. If one student is suspended in a small group such as a group of students with disabilities, the ranking places the school in a medium level.
3. Groups with Less than 11 Students will not generate a level to maintain student privacy.

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

Hispanic, English Learners, Socioeconomically Disadvantaged and Students with Disabilities in grades 3rd-5th will reach a 10% increase in their overall growth as measured by local MAP ELA assessment in the 2023-24 School Year and three student groups who achieved a low performance in English Language Arts, Students with Disabilities; Socioeconomically Disadvantaged; and Hispanic, will reach medium level performance by spring 2024.

Identified Need

Forest Grove will continue the implementation of an English Language Arts learning recovery program for all students (including English Learners, socio-economically disadvantaged youth, foster youth, students with disabilities, and Hispanic). Forest Grove's 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
MAP ELA -Hispanic all grades 3rd-5th	52% percent at or above grade level 2021-22	62% percent at or above grade level in the 2023-24SY
MAP ELA -English Learners all grades 3rd-5th	33% percent at or above grade level 2021-22	43% percent at or above grade level in the 2023-24SY
MAP ELA -Socioeconomically Disadvantaged all grades 3rd-5th	49% percent at or above grade level 2021-22	59% percent at or above grade level in the 2023-24SY
MAP ELA -Students with Disabilities all grades 3rd-5th	23% percent at or above grade level 2021-22	33% percent at or above grade level in the 2023-24SY
Dashboard ELA - Students with Disabilities - all grades 3rd-5th	Reached low performance level 2022	Will reach medium performance level by spring 2024
Dashboard ELA - Socioeconomically Disadvantaged - all grades 3rd-5th	Reached low performance level 2022	Will reach medium performance level by spring 2024
Dashboard ELA - Hispanic - all grades 3rd-5th	Reached low performance level 2022	Will reach medium performance level by spring 2024

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. 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.

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)

0

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 ELs 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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who require intervention services based on local assessments

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)

3,000

Source(s)

Site 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)

4,000

Source(s)

Site 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)

2,000

Source(s)

Site Funds

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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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.

Since the 2020-21 school year, we reviewed local diagnostic data to drive our intervention program. In the spring 2021 and continuing into the 2022-2023 school year, Forest Grove administered the Measure of Academic Progress (MAP) test to identify learning gaps and drive our intervention efforts. The MAP data revealed that our youngest students - kindergarten and first grade showed the greatest need during the 2021-22 school year. The MAP growth report showed their progress lagging behind that of the upper grade level students. Our summer program will emphasize reading intervention in all grade levels including kindergarten and first grade. In 2022-2023, our focus remains on filling learning gaps that exist from the pandemic. The scores for the end of the 2020-21 school year reveal 67% of all students are performing at grade level. The percentage of students achieving at grade level below the 67% achieved by all students ranges from 33% for Black; English Learner to 52% for Hispanic Latino students.

2018 SBAC ELA Socioeconomically disadvantaged youth
 Baseline: 23.2 points below standard; decrease of 3.3 points
 Expected Outcome: 13.2 points below standard; increase of 10 points
 spring 2021 Outcome 31.2 points below standard - Not met

2018 SBAC ELA Hispanic students

Baseline: 11.5 points below standard; decrease of 4.4 points
 .5 points below standard; increase of 10 points
 spring 2021 Outcome 14.9 points below standard - Not met

2018 SBAC ELA - Whole School

Baseline: 32.9 points above standard; increased 6.9 points
 Expected Outcome: 35.9 points above standard; increase of 3 points
 spring 2021 Outcome 20.1 points above standard - Not met

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the last three years, we identified students who needed reading intervention early in the year and provided service. The students enrolled in the program showed growth as measured by the MAP and DIBELS assessments.

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 the gap closes and they reduce the learning loss during the global 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

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

The goal is to have students in the identified groups Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners in all grades will reach a 10% increase in their overall growth as measured by local MAP math assessment and students in grades 3-5 identified as English Learners, Students with Disabilities, Hispanic whose performance was low in the Dashboard will reach medium level performance by 2024.

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
MAP Math Hispanic	22% Above Grade Level	32% Above Grade Level
MAP Math Socioeconomically Disadvantaged	22% Above Grade Level	32% Above Grade Level
MAP Math Students with Disabilities	7% Above Grade Level	17% Above Grade Level
MAP Math English Learners 20	7% Above Grade Level	17% Above Grade Level
Dashboard Math English Learners 2021	32.7 points below standard Low Performance	Medium Performance
Dashboard Math Students with Disabilities 2021	41.6 points below standard Low Performance	Medium Performance
Dashboard Math Hispanic 2021	55.6 points below standard Low Performance	Medium Performance

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

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)

2,000

Source(s)

Site Funds

Strategy/Activity 2

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

Tier 2 math intervention services will be delivered during the school day.

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 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)

3,000

Source(s)

Site Funds

Annual Review

SPSA Year Reviewed: 2022-23

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 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.

2018 SBAC Mathematics results - socioeconomically disadvantaged youth

Baseline: 47.9 points below standard; increased 3.8 points

Expected Outcome: 37.9 points below standard; increase 10 points

2022 Outcome: 46.5 points below standard - Not met

2018 SBAC Mathematics results - Hispanic students

Baseline: 36.0 points below standard; decreased 4.9 points

Expected Outcome: 26 points below standard; increase 10 points

2022 Outcome: 41.6 points below standard - Not met

2018 SBAC Mathematics results - whole school

Baseline: 9.1 points above standard; increased 7.9 points

Expected Outcome: 12.1 points above standard; increase 3 points

2022 Outcome: 2.6 below standard - Not met moved (from above to below standard)

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 return from the pandemic revealed many learning gaps that needed to be filled. The Measurement of Academic Progress has been used to measure growth and identify students for intervention programs.

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 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. 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 have used MAP math data to identify students for intervention services.

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

To increase all students' understanding of core areas and subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners. through the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science at least twice a month to allow students to access multiple learning modalities as measured by growth in student report cards with at 10% improvement from fall to spring yearly.

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.
Student report card grade level data	To be established 2023-24	10% improvement on report cards from fall to spring yearly

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 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. 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)
4,000	Site Funds

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 school will keep the assessment room as an art project room and continue to support art materials.

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)
4,000	Site Funds

Annual Review

SPSA Year Reviewed: 2022-23

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.

With our return to school for instruction, our teachers had access to the art materials necessary for projects. We also had an instructional aide with art experience who assisted with art projects in classes.

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.

Forest Grove will maintain the goal as stated and support it accordingly.

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

All Students in grade five by spring 2023 based on the CA Healthy Kids Survey, will report improvement in the areas of School Connectedness and Rule Clarity by five percentage points by spring 2024.

Identified Need

Our stakeholders identified social emotional learning as a need in our 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	18% 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.	50% 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)

2,000	Site Funds
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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)	Source(s)
1,000	Site Funds

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 ongoing 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)	Source(s)
2,000	Site 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

Hire an additional mental health professional (.50) to assist with the implementation of SEL training and provide counseling services to 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)

0

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

Forest Grove staff will engage in ongoing cultural proficiency training to bring greater equity to our instructional practice.

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)

2,000

Site Funds

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

Teachers will participate in professional development to increase cultural proficiency at Forest Grove.

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 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement and communicate SOAR, Playworks and the anti-bullying program that clarifies school rules and supports the Toolbox social emotional learning 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)

5,000

Source(s)

Site Funds

Annual Review

SPSA Year Reviewed: 2022-23

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 staff received social emotional learning training; however, it's effectiveness was limited because we did not have support to implement the techniques learned in the classroom.

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 caring circles provided emotional support as did classroom teachers throughout the day when students encountered challenges.

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 2022-23, Forest Grove will have a part time mental health professional available to assist classroom teachers in the implementation of the SEL training. We will also make better use of our CORE SEL data to identify our three greatest areas of need based on student responses.

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

By the spring 2024, Perceived School Safety in the CA Healthy Kids Survey will show an increase of 5%age points for all groups, students, and parents, and at least 50% of the staff will respond they strongly agree that elementary school is a safe place for students; students will increase at least 5%age points in School Connectedness and will at least maintain 88% positive rule clarity by spring 2024.

Identified Need

All stakeholders emphasize safety as a priority in meetings and on surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	77% of students responded they feel safe at school	83% of students will respond they feel safe at school
CA Healthy Kids Survey	71% of parents responded that the elementary school is a safe place for their child	76% of parents responded that the elementary school is a safe place for their child
CA Healthy Kids Survey	33% of staff responded strongly agree that elementary school is a safe place for students	At least 50% of staff will respond they strongly agree that elementary school is a safe place for students.
CA Healthy Kids Survey	77% of students reported School Connectedness at Forest Grove most or all of the time	82% of students will report School Connectedness at Forest Grove most or all of the time
CA Healthy Kids Survey	74% of students reported Rule Clarity at Forest Grove most or all of the time	79% of students will report Rule Clarity at Forest Grove most or all of the time

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

- 1) Forest Grove will send frequent communication to parents regarding safety drills, debrief post-drills, and areas of focus. Information may include as prudent: drill dates, nature of the drills and whether drills were announced or announced.
- 2) Publicize the See Something, Say Something campaign using posters, newsletter communication, handbook information, verbal communication, and at meetings.
- 3) Forest Grove will focus on increasing students' voices and choices in the classroom and school activities increasing the 2022-23 school year participation of students in SOAR skits, assemblies, junior coaches for Playworks, Falcon feather recognitions and Falcon Awards for 3rd through 5th grade.
- 4) Continue to expand on expectations SOAR, Safe On-task, Accountable, Respectful, Toolbox and Playworks to increase student's understanding of the expectations throughout campus.

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 Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase staff safety Big Five protocol training.

Strategy/Activity

Conduct a comprehensive evaluation of the safety plan with M.C. Kimball and Associates and all stakeholder input to increase everyone's safety to be funded by district.

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)

0

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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.

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

not applicable

Goal 6

All English Learners by the fall of 2024 will increase from (26 or 53.8%) to 63.8% making progress toward English Language Proficiency and will decrease from over 30% of the students (~12) who decreased one proficiency level in the fall 2022 to at less than 20% of the students will decrease one proficiency level and will increase from 42.3% of the students (~16) progressed at least one proficiency level in the fall 2022 to 52.3% of the students will show progress of at least one proficiency level.

Identified Need

ATSI, Additional Targeted Support and Improvement status identified in 2022 for English Learners in accordance with the Every Student Succeeds Act (ESSA) requirement state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI).. LEAs with schools eligible for CSI and schools eligible for ATSI are required to develop school plans to improve student outcomes. LEAs may use the School Plan for Student Achievement (SPSA) template which meets the federal planning requirements for those schools operating a Title I, Part A, Schoolwide Program, or that are eligible for ESSA support and improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	53.8% students were making progress toward English Language Proficiency in '22	63.8% will be making progress toward English Language Proficiency by '24
ELPAC	30% of the students (~12) decreased one proficiency level in '22	Reduce the number students who decrease one proficiency level to less than or no more than 20% of English Learner by 2024
ELPAC	42.3% of the students (~16) showed progress of at least one proficiency level in '22	52.3% of the students will show progress of at least one proficiency level by '24

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)

English Learners

Strategy/Activity

1. The English Language Development teacher 1FTE (Full Time Equivalent) will focus on providing standards-based instruction in ELD during Designated ELD classes.
2. An instructional assistant under the direction of the teacher will support the instruction and progress monitoring of students' growth.
3. Instructional blocks will be created by language level. During the past few years, the instructional blocks have been conducted by grade.
4. Every effort will be made to have students take the ELPAC practice test at least once during each semester prior to the administration of the summative ELPAC.

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

Annual Review

SPSA Year Reviewed: 2022-23

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.

This is a new goal due to the ATSI, Additional Targeted Support and Improvement status being identified in 2022 for English Learners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

not applicable

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.

not applicable

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	\$41,000.00

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 (\$)
	\$41,000.00

Subtotal of state or local funds included for this school: \$41,000.00

Total of federal, state, and/or local funds for this school: \$41,000.00

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
- 5 Parent or Community Members

Name of Members	Role
Irene Preciado, PhD	Principal
Natalie Montgomery	Classroom Teacher
Beth Cina	Classroom Teacher
Vacancy to be filled	Parent or Community Member
Vacancy to be filled	Other School Staff
Sarah Gordon	Classroom Teacher
Edwin Marticorena	Parent or Community Member
Robin Pelc	Parent or Community Member
Michael Loomis	Parent or Community Member
Jennifer Hattori	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 May 16, 2023.

Attested:



Principal, Irene Preciado on 5/24/2023



SSC Chairperson, Edwin Marticorena on 5/24/2023

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.

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

- | | |
|--|---|
| <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 2023-24

DATE: June 1, 2023

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 2023-24 school year.

BACKGROUND:

Pacific Grove Middle School’s Single School Plan for Student Achievement identifies four main focuses for 2023-24. The areas of emphasis are continuing to address and mitigate the achievement gap in English Language Arts among our students on an IEP and English Learners, while maintaining positive growth for our Low Income student populations, and Latino students. Our other academic focus is to reduce the achievement gap in Math for our Hispanic, 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, our Fundamentals of Success intervention class and our Learning Center 6-8, class while continuing to maintain a school culture emphasizing quality relationships, service to others and understanding the impact of our words.

Our data analysis has shown that our Students with Disabilities, Hispanic, White, Asian, Low Income students all made strong gains pre pandemic 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 dedicating funds to support our intervention programs, which we expanded by adding a Fundamentals of Success class to provide further academic support for struggling students. 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. We will also leverage our Chapman Grant and our Cal Hope grants to expand the opportunities for outreach, counseling, continue school wide programs, and parent outreach in the area of Social Emotional Learning.

INFORMATION:

The School Site Council has a budget of \$63,300 for 2023-24. 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 monitoring the success of our Intervention classes (Math 180, Read 180, Learning Center 6-8, Transitional ELA and Math Support grades 6-8, Fundamentals of Success), while 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.

School Year: 2023-24

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	5/16/23	6/1/23

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%-98% agreeing to the questions. One area of focus and an area of improvement is the "parents feel welcome to participate at this school" - previously 70% of parents agreed with this statement, this year 68% answered in the affirmative. The area to improve is the 18 respondents that indicated they disagree with that statement.
- School Keeps Parents Well Informed: PGMS scored high in all areas of this category as well with scores ranging from 68%-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 69% of parents responding agreement with that statement.
- Information Dissemination to Parents: PGMS scores improved over last year to 98% of parents responding in the affirmative. This year's new goal is to address: "Providing information about why your child is placed in particular groups or classes". Parents surveyed responded 29% not very well or not at all.
- Student Learning Environment: PGMS scores ranged from 79% to 93% of parents agreeing with the 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.

Summary of Other Indicators from Parent survey (concerns):

- Facilities: School has clean and well maintained facilities/properties: 21% responded somewhat a problem/large problem
- Falling Behind Academically: 12% of parents responded they were Quite or Extremely Concerned
- School actively seeks the input of parents before making important decisions: 20% responded disagree/strongly disagree
- Student Academic Motivation: 16% of parents responded that they Disagree or strongly disagree

Summary of Other Indicators from Parent survey (positives):

- School is a safe place for my child: 94% Agree/Strongly Agree
- School has adults who really care about students: 92% Agree/Strongly Agree
- School Promptly Responds to Parents: 98% Agree/Strongly Agree
- School Encourages Active Parent Participation: 87% Agree/Strongly Agree
- School Welcomes Parent Participation: 84% Agree/Strongly Agree
- School Takes Parent Concerns Seriously: 94% Agree/Strongly Agree
- School Notifies Parents how their Child is doing between grading periods: 83% Agree/Strongly Agree
- Discipline- PGMS scored high in these three categories, with 4% disagreeing with clearly stated consequences; 11% disagreeing with school rules enforcement and 16% disagreeing that the school provides social emotional counseling.
- Nutrition: PGMS scored 54% for schools providing healthy food choices

Staff Survey Summary

- Staff Collaboration Happens Frequently- 100% responded Agree/Strongly Agree
- Students are academically motivated- 100% responded Agree/Strongly Agree. Incongruent with student survey response from California Healthy Kids Survey, but in line with student response in the Core Sel Survey (pre/post).
- Teacher Professional Development Top Need: Trauma Informed Practices/Supporting Students in trauma (39% indicated this as a PD need)

This School...

- Motivates Students to Learn: 100%
- Is Safe for Students: 100%

- Has Disruptive Student Behavior: 75% of teachers report this as an Insignificant/Mild Problem
- Teachers feel a responsibility to improve school: 100%
- Staff use data drive decision making: 100%
- Believe Every Student will Succeed: 100%
- Welcomes Parental Involvement: 98%
- Encourages Students to Understand how other students think and feel: 100%
- School Handles Discipline Fairly: 97%

7th grade student survey: Summary of Key Indicators

Miscellaneous Indicators:

- 30% of students don't eat breakfast
- 8% of students missed a day of school in the past 12 months due to feeling sad, hopeless, anxious, stressed or angry

High Expectations 76% Pretty True/Very Much True Aggregate

- Students believe they'll be successful: 80% Pretty True/Very Much True
- Teachers tell me when I do a good job: 78% Pretty True/Very Much True
- Teachers want me to do my best: 82% Pretty True/Very Much True

Meaningful Student Participation:

- I help decide classroom activities: 26% True/Very Much True
- I have a say in how things work: 24% True/Very Much True

School Connectedness Students Aggregate 69% responded Agree/ Strongly Agree

- I feel close to people at school: 7% disagree/strongly disagree
- Feel happy at this school: 14% disagree/strongly disagree
- Feel a part of this school: 7% disagree/strongly disagree
- Feel Safe at this school: 7% disagree/strongly disagree

Academic Motivation Students Aggregate 69% responded Agree/ Strongly Agree

Students:

- Try hard on school work: 4% disagree/strongly disagree
- Try hard because I'm interested in the work: 20% disagree/strongly disagree
- Always trying to improve: 5% disagree/strongly disagree
- I focus on my school work: 32% disagree/strongly disagree

SEL

- 29% have felt sad/hopeless in the past 12 months
- 13% don't expect to have a good day

Olweus Bullying Survey: Given in the fall and spring to the entire student body as a baseline for comparison. This year's numbers are better than last years in that less students are reporting getting bullied, however, those that responded in the affirmative indicate they are experiencing more frequently that last years data indicates. The results of these data reported that:

Pre Assessment (bullying or being bullied):

Low Risk 90%

Moderate Risk 9%

High Risk 1%

Post Assessment (bullying or being bullied):

Low Risk 88%

Moderate Risk 10%

High Risk 2%

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 2022-2023 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. Administration found that teachers were using district adopted curriculum materials satisfactorily in teaching common core aligned content. Administration also found teachers were planning and implementing strategies identify and mediate learning challenges as a result of distance learning. PGMS completed several whole staff trainings, specifically in Equity training via the PGMS Equity Team; and LGBTQ+ inclusion training via our PGMS Counseling team. Administrative learning walks say teachers continuing to implement some of the high impact lessons learned form UDL. Additionally, we continue to be satisfied with our new science curriculum for the 22/23 school year. We have adopted Desmos for our math curriculum and will need some training prior to the beginning of the 23/24 school year.

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)

2021/22 Smarter Balanced Assessment data was analyzed as was our content area benchmarks, formative assessments, SRI/SMI data and PGMS. 98% 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 2022/23 school year, PGMS PLC teams focused mainly on data provided from our three Measures of Academic Performance (MAP) and formative assessment data, and looked at student placement for next year. We will continue this study for the 2023/24 school year.

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

During the 2022/23 school year in grades 6-8, all content areas utilized both district assessments or local (content specific) assessments to monitor student learning. Both English Language Arts and Math utilized the Measures of Academic Performance (MAP) assessments three times this year to gauge progress and adjust instruction. In addition, Math utilized 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 2022/23 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 will continue to utilize three tests (2 ELA, 1 Math) called the Measures of Academic Progress, which is a nationally normed assessment to gauge student learning for the 2023/24 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 two 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. Our staff participated in a three part study of Universal Design for Learning (UDL) delivered by the Monterey County Office of Education. In addition, administration and the Leadership team delivered professional learnings on Equity and Doable Differentiation practices, to be continued during the 2023/24 school year.

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 Universal Design for Learning. Survey data from 22/23 indicated that the staff wanted and received professional development in the area of infusing Equity based teaching practices into their pedagogy as well as generally how to attack the achievement gap. Staff California Healthy Kids Survey data indicates that staff would like training in Trauma Informed Practices and how to serve our LGBTQ+ student community. Our intent is to begin the 2023/24 school year with professional development topics to include: Equity in grading, UDL, Doable Differentiation, 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), how to access and interpret data provided from Measures of Academic Progress (MAP), Avid strategies (school wide). Site wide professional learning topic: Universal Design for Learning and Doable Differentiation and Trauma Informed Practices. This practice continued during the 2022/23 school year, and as we will continue the aforementioned practices, our area of focus will shift to Equity in grading and the use of homework in our collective pedagogy.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During the 2021/22 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 (Universal Design for 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 2022/23 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 Thursday 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 (Savvas), 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. This year we will bring on our new math curriculum Desmos, which will be our primary math curriculum, but will be supplemented with a variety of other programs.

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 21/22 school year, PGMS added an additional 6th grade Math Support class (based on data) during the school day. Again in 21/22 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 as well as overall academic achievement. This year (22/23) we added an 8th period intervention class called Fundamentals of Success to further support targeted intervention. We have seen the need for math support classes diminish, so we're only offering one math support 6 class in the 2023/24 school year.

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 Universal Design for Learning, Doable Differentiation and Equity. This is our 8th 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 21/22 school year, our use and implementation of educational technologies rose dramatically as we focus on expanding student choice in showing mastery. Many of these new technologies (Edpuzzle, Peardeck) will continue to be used in 2023/24 instruction.

Parental Engagement

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

During the 2021/22 school year, parents were able to engage with PGMS by attending: Principal office hours, Principal Chats, School Site Council, PTSA meetings, Back to School/Open House, parent survey's, individual conferences, bi-weekly/monthly principal communications and newsletters. During the 2022/23 school year, in addition to the parent opportunities mentioned above, we have expanded our options to include a parent viewing of Angst, Upstanders, Race to be Human and Screenagers 3. In addition, we offered a four part parenting series presented by Elisabeth Stitt.

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.

Educational Partner 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. 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, but the academic goals will largely remain the same. 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 Chill Committee. The discussion with the Leadership team yielded additions to the site goals and a call for continuing training in Equity (with an emphasis on grading), UDL and Trauma Informed Practices. The dates of the meetings are listed below:

Discussed with Staff, PTSA, School Site Council the PGMS Inclusivity Survey, California Healthy Kids Survey, the CoreSEL and Olweus Bullying Survey: Administered Quarter 1 and quarter 4. California Healthy Kids Survey quarter 3.

PGMS Site Leadership: Instructional Leadership Team (meets monthly): 8/15/22, 9/15/22, 1/30/23, 3/6/23: were the dates of Discussion, input, presentation and modes of progress monitoring of site goals. The team looked at Map assessment data, California Healthy Kids Survey, PGMS Inclusivity Survey, Olweus student survey data and CoreSEL Student survey data.

Principal Check Ins: PGMS SEL Night- 9/19/2022; feedback consisted of asking how the school can find funding to make the temporary counseling position a permanent position. Our funding for this additional counseling will run out early next year, so we intend to lobby the PGUSD board to make this position permanent.

Staff Meetings: Discussed on 9/15/22, 3/20/23. Staff members were presented with the site goals, the at risk student populations

PTSA: PTSA: 9/22/21, 1/19/22, and 4/20/22: 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. Interest centered around improving family participation in school events (honors night, tech night, How to raise a teenager). One strong suggestion was to combine events (all four schools participate) to improve parent participation (which we are planning for 23/24). Less "one and done" events and more series based opportunities.

PGMS Staff Meetings: Teacher feedback indicated a focus on students survey data which included the following areas which all showed improvement but we will continue to monitor; areas to monitor:

- Promotion of Parental Involvement
- Academic Motivation
- Caring Adult Relationships
- Perceived School Safety
- School connectedness

In the areas above, there were healthy/slight gains compared to the prior year.

School Site Council met on the following dates to discuss and provide input regarding site goals 11/17/22, 12/1/22, 2/27/23, 4/24/23, 5/1/23. 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. The council recommended that PGMS work with the PGUSD school board to have the district make this position permanent. The Chapman Grant, which currently funds this position will exhaust in August, 2023. The Council also recommends that the new CalHope Grant have a parent outreach component, assemblies that raise awareness on topics that build on what we covered last year (anxiety, being an Upstander and Race, Screenagers 3). This is now part of our SPSA plan.

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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	151	125	150
Grade 7	133	139	140
Grade 8	181	126	130
Total Enrollment	465	390	420

Conclusions based on this data:

1. Our subgroup proportions remain fairly consistent year over year.
2. Our enrollment shows a rebound next year.
3. Very large 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	14	13	17	3.00%	3.3%	4.0%
Fluent English Proficient (FEP)	71	54	69	15.30%	13.8%	16.4%
Reclassified Fluent English Proficient (RFEP)	1			7.1%		

Conclusions based on this data:

1. Slight rise in the percentage of English Learners continues.
2. Slight increase in the percentage of Fluent English Proficient students.

School and Student Performance Data

Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	450	401	89	11	83
Female	228	173	76	24	86
Male	221	199	90	10	79
American Indian or Alaska Native	4	3	75	25	67
Asian	61	56	92	8	88
Black or African American	11	10	91	9	80
Filipino	0	0	0	0	0
Hispanic or Latino	88	81	92	8	69
Native Hawaiian or Pacific Islander	9	9	100	0	67
Two or More Races	16	15	94	6	87
White	259	242	93	7	87
English Learners	12	12	100	0	33
Foster Youth	3	3	100	0	67
Homeless	0	0	0	0	0
Military	33	31	94	6	90
Socioeconomically Disadvantaged	96	86	90	10	70
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	61	52	85	15	42

School and Student Performance Data

Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	450	408	91	9	67
Female	228	210	98	8	69
Male	221	198	90	10	69
American Indian or Alaska Native	4	3	75	25	33
Asian	61	59	97	3	73
Black or African American	11	10	91	9	50
Filipino	0	0	0	0	0
Hispanic or Latino	88	83	94	6	49
Native Hawaiian or Pacific Islander	9	9	100	0	44
Two or More Races	16	16	100	0	69
White	259	244	94	6	77
English Learners	12	9	75	25	22
Foster Youth	3	3	100	0	33
Homeless	0	0	0	0	0
Military	33	32	97	3	91
Socioeconomically Disadvantaged	96	86	90	10	47
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	61	50	82	18	26

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	149	133		0	133		0	133		0.0	100.0	
Grade 7	129	143		0	136		0	136		0.0	95.1	
Grade 8	171	128		0	123		0	123		0.0	96.1	
All Grades	449	404		0	392		0	392		0.0	97.0	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2565.			26.32			41.35			22.56			9.77	
Grade 7		2605.			30.15			47.06			16.91			5.88	
Grade 8		2627.			35.77			41.46			14.63			8.13	
All Grades	N/A	N/A	N/A		30.61			43.37			18.11			7.91	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		24.06			63.16			12.78				
Grade 7		34.56			57.35			8.09				
Grade 8		36.59			53.66			9.76				
All Grades		31.63			58.16			10.20				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		27.82			58.65			13.53	
Grade 7		43.38			47.79			8.82	
Grade 8		39.84			50.41			9.76	
All Grades		36.99			52.30			10.71	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		28.57			69.92			1.50	
Grade 7		22.79			72.06			5.15	
Grade 8		27.64			68.29			4.07	
All Grades		26.28			70.15			3.57	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		25.56			66.17			8.27	
Grade 7		22.06			68.38			9.56	
Grade 8		35.77			60.98			3.25	
All Grades		27.55			65.31			7.14	

Conclusions based on this data:

1. This provides us base line data for comparison once we receive our 2022/23 Smarter Balanced summative assessments.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	149	133		0	133		0	133		0.0	100.0	
Grade 7	129	143		0	134		0	134		0.0	93.7	
Grade 8	171	128		0	123		0	123		0.0	96.1	
All Grades	449	404		0	390		0	390		0.0	96.5	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2548.			26.32			21.80			32.33			19.55	
Grade 7		2574.			28.36			24.63			26.87			20.15	
Grade 8		2591.			31.71			21.14			26.83			20.33	
All Grades	N/A	N/A	N/A		28.72			22.56			28.72			20.00	

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 6		23.31			50.38			26.32			
Grade 7		33.58			47.76			18.66			
Grade 8		29.27			53.66			17.07			
All Grades		28.72			50.51			20.77			

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.56			56.39			21.05	
Grade 7		22.39			61.94			15.67	
Grade 8		26.83			56.10			17.07	
All Grades		23.85			58.21			17.95	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		25.56			59.40			15.04	
Grade 7		25.37			60.45			14.18	
Grade 8		22.76			65.85			11.38	
All Grades		24.62			61.79			13.59	

Conclusions based on this data:

1. Again, this serves as baseline data for future comparison

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	8	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		6	5	
All Grades										12	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	41.67	25.00		33.33	43.75		25.00	25.00		0.00	6.25		12	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	58.33	50.00		33.33	37.50		8.33	12.50		0.00	0.00		12	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	6.25		33.33	31.25		33.33	43.75		16.67	18.75		12	16	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	33.33	25.00		58.33	68.75		8.33	6.25		12	16	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	83.33	56.25		16.67	37.50		0.00	6.25		12	16	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	25.00	12.50		33.33	56.25		41.67	31.25		12	16	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	16.67	0.00		83.33	93.75		0.00	6.25		12	16	

Conclusions based on this data:

- None currently, the data presented is a baseline for growth.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
390	17.9	3.3	0.5
Total Number of Students enrolled in Pacific Grove Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	3.3
Foster Youth	2	0.5
Homeless		
Socioeconomically Disadvantaged	70	17.9
Students with Disabilities	66	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1
American Indian	4	1.0
Asian	53	13.6
Filipino	5	1.3
Hispanic	73	18.7
Two or More Races	13	3.3
Pacific Islander	4	1.0
White	228	58.5

Conclusions based on this data:

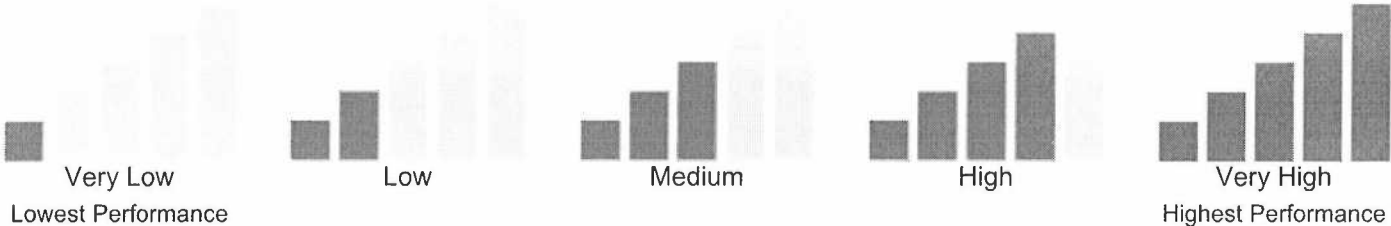
1. Schoolwide enrollment is predicted to increase by 35 students next year.
2. Our students on free and reduced lunch percentage should continue to grow slightly year over year.
3. There is an anticipated increase in Hispanic students enrolled at PGMS.

School and Student Performance Data

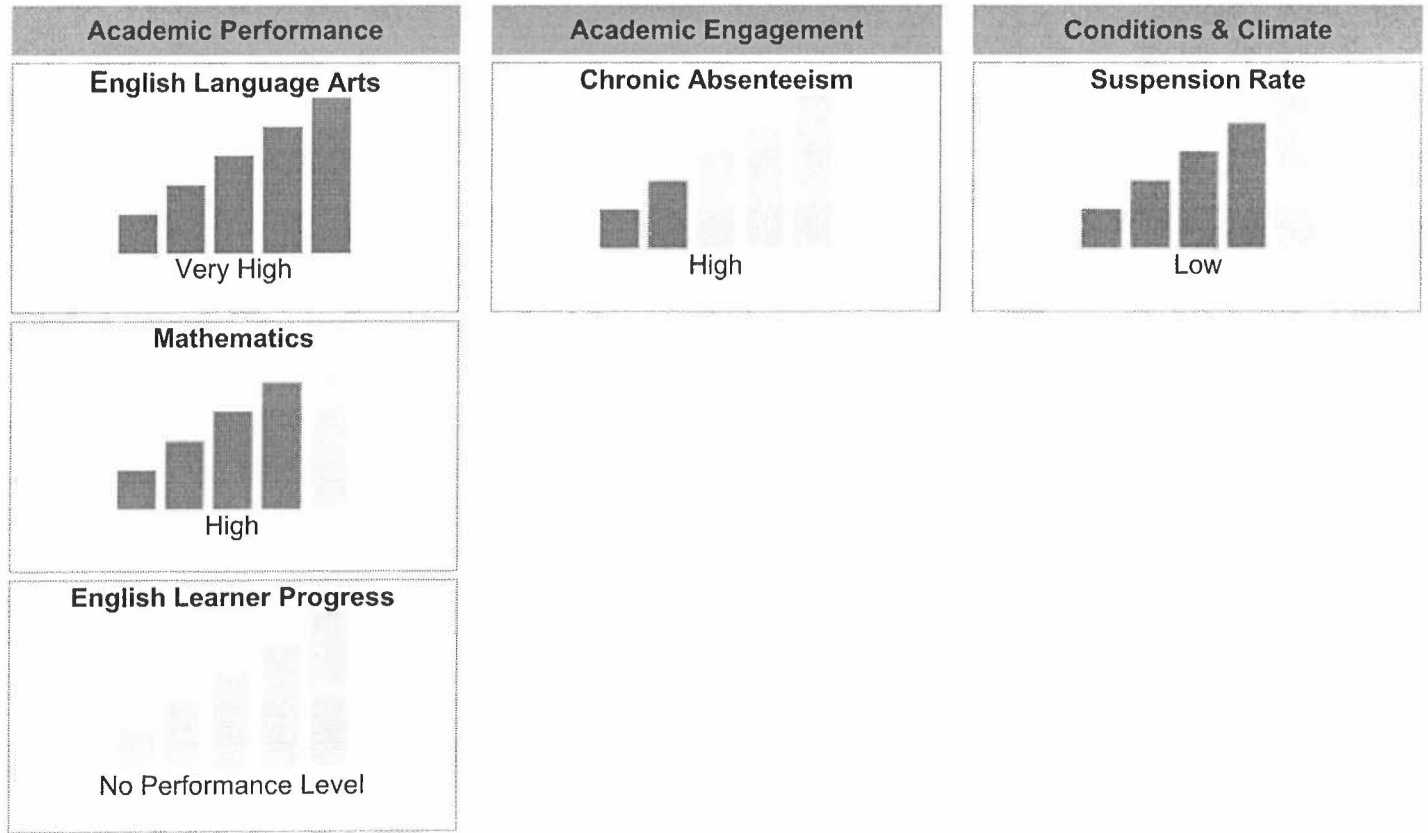
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

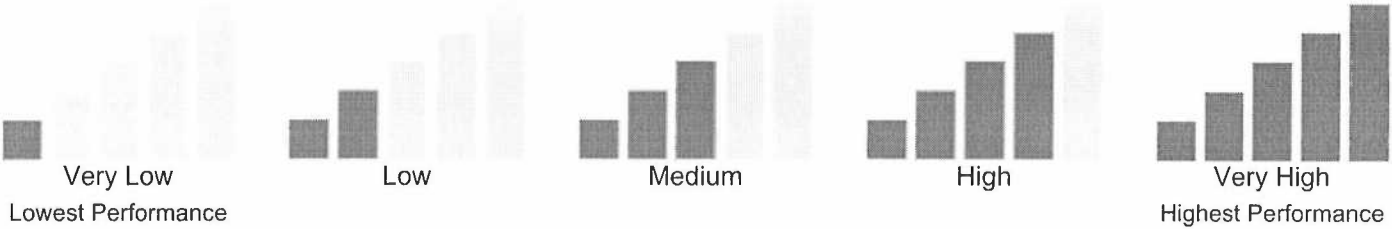
1. PGMS continued to show a solid reduction (low) in Suspension Rate which was a school wide area of emphasis.
2. PGMS showed an increase in chronic absenteeism this year.
3. PGMS scored in the Highest achievement band in ELA and High in Math achievement scores.

School and Student Performance Data

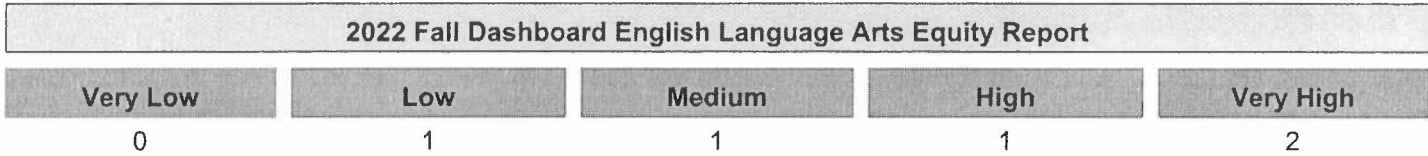
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

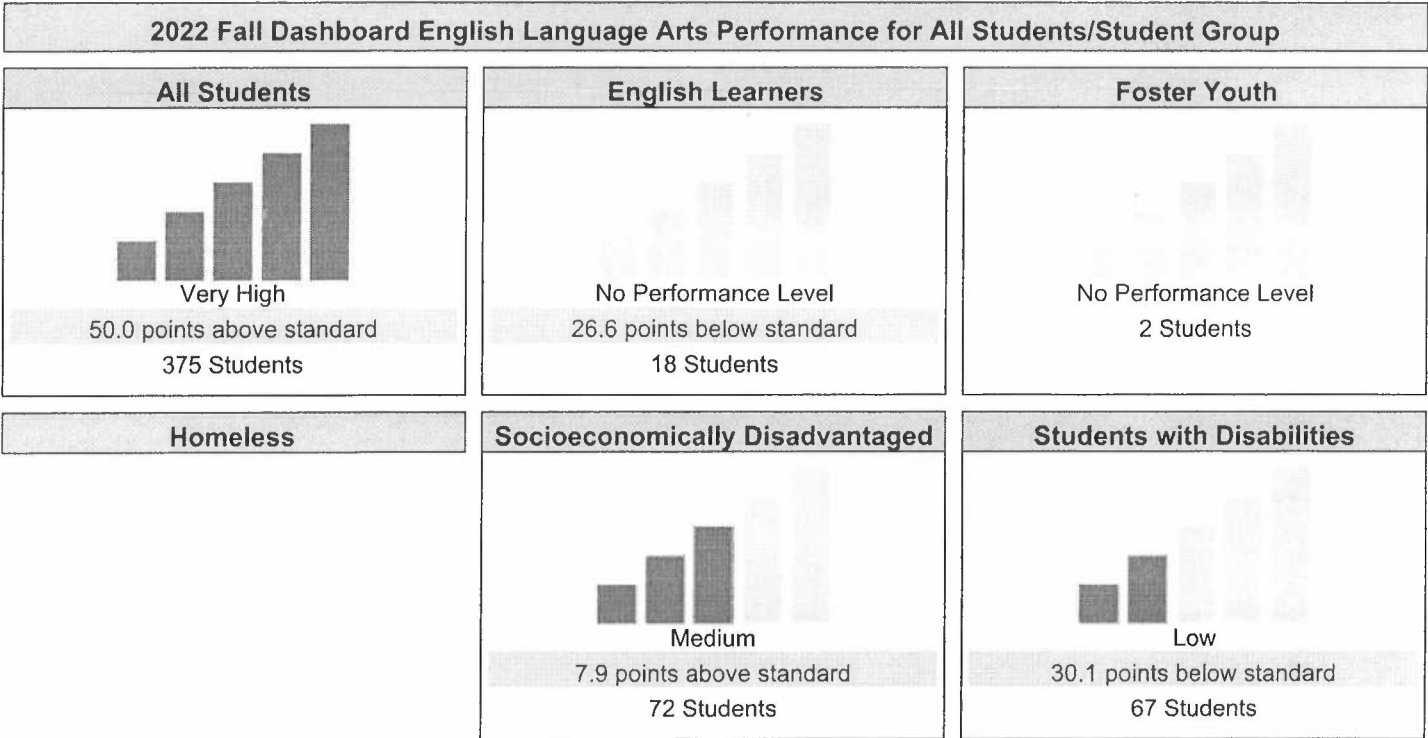
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



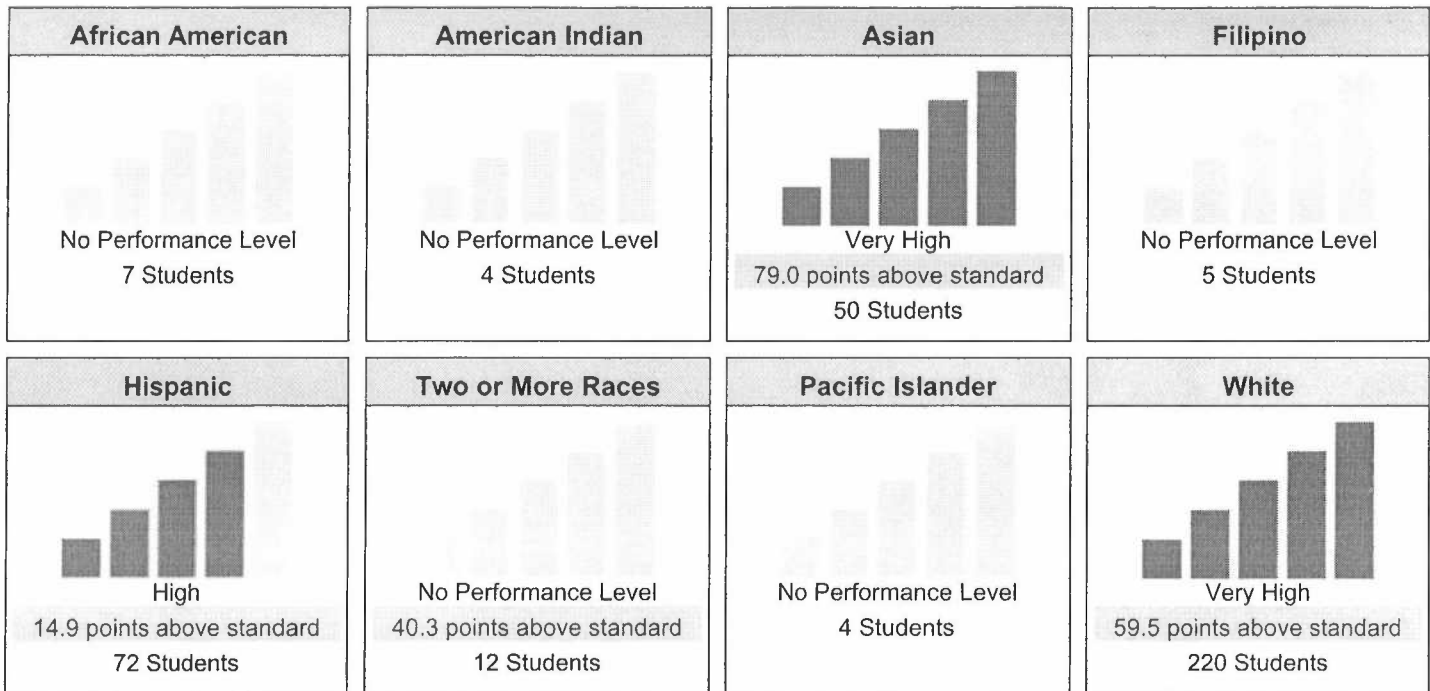
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>54.5 points below standard 11 Students</p>	<p>7 Students</p>	<p>55.1 points above standard 309 Students</p>

Conclusions based on this data:

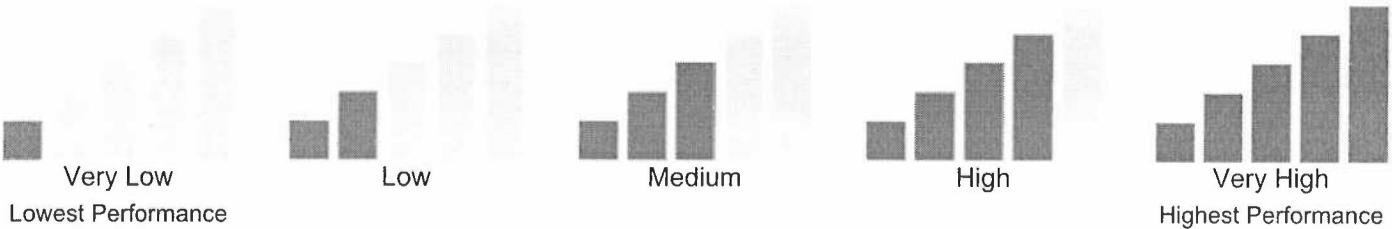
- Overall ELA scored increased to 50 points above standard, and remain in the highest achievement category.
- Students with disabilities decreased by 5 points, however they are still in the low category, and are 30.1 points below standard. Must continue to maintain a collaborative relationship between general and special educators.
- Our largest at-promise population-socio economically disadvantaged students are now 7.9 points above standard

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



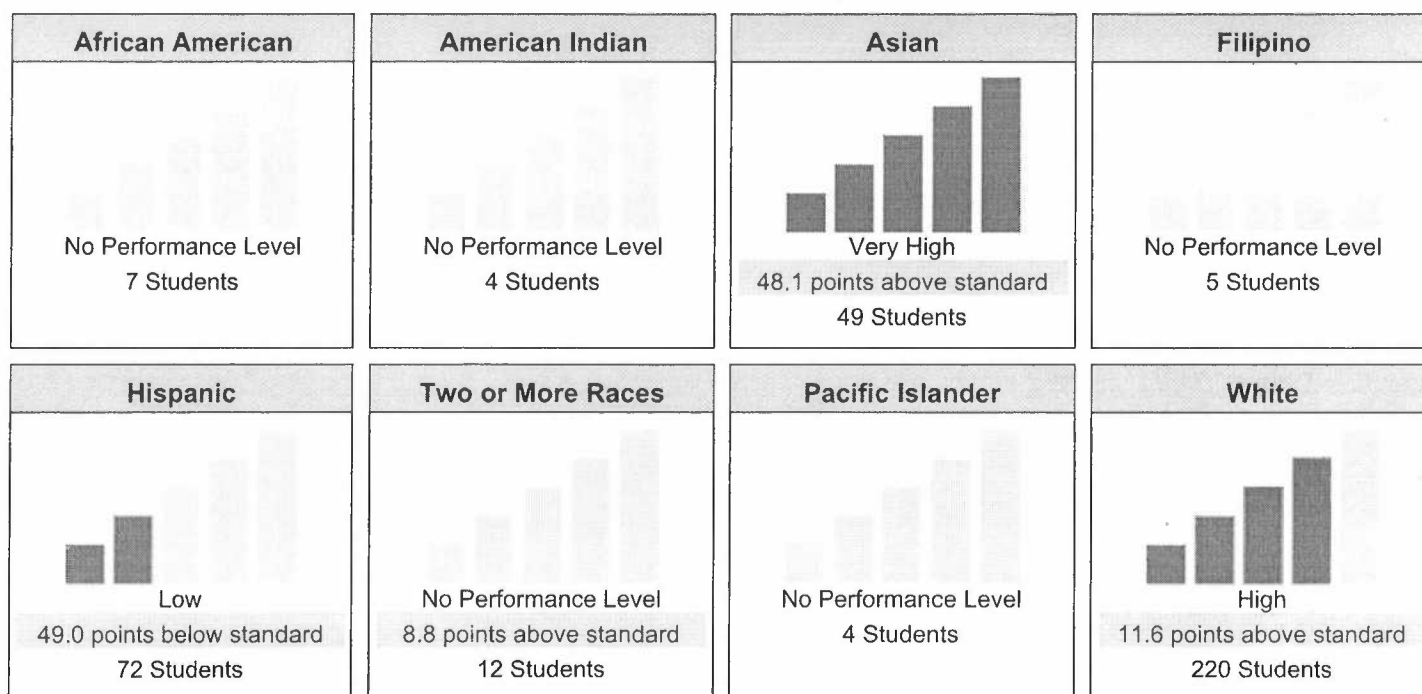
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>High 0.6 points above standard 373 Students</p>	<p>English Learners</p> <p>No Performance Level 61.8 points below standard 18 Students</p>	<p>Foster Youth</p> <p>No Performance Level 2 Students</p>
<p>Homeless</p> <p>No Performance Level</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 57.4 points below standard 72 Students</p>	<p>Students with Disabilities</p> <p>Very Low 109.0 points below standard 67 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>75.2 points below standard 11 Students</p>	<p>7 Students</p>	<p>3.5 points above standard 308 Students</p>

Conclusions based on this data:

1. Our overall Math achievement scores increased slightly, and remain in the high category.
2. Our English Learners increased significantly (21.3 point increase) and closed the achievement gap to 75.2 points below standard.
3. Our students on an IEP are in the very low category, achieving 109 points below standard in math.

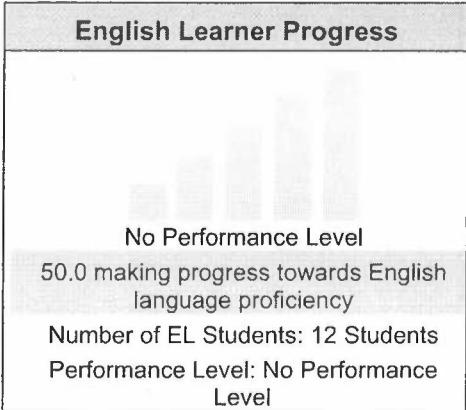
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 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.

2022 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
41.7%	8.3%	25.0%	25.0%

Conclusions based on this data:

1. Priority in increasing the percentage of EL students making progress towards English language proficiency.
2. There is no performance level assigned by the state due to the low number of EL students at PGMS.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

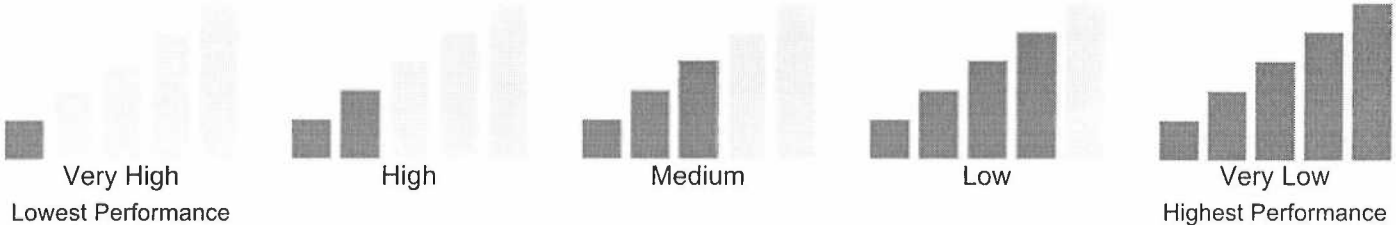
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School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



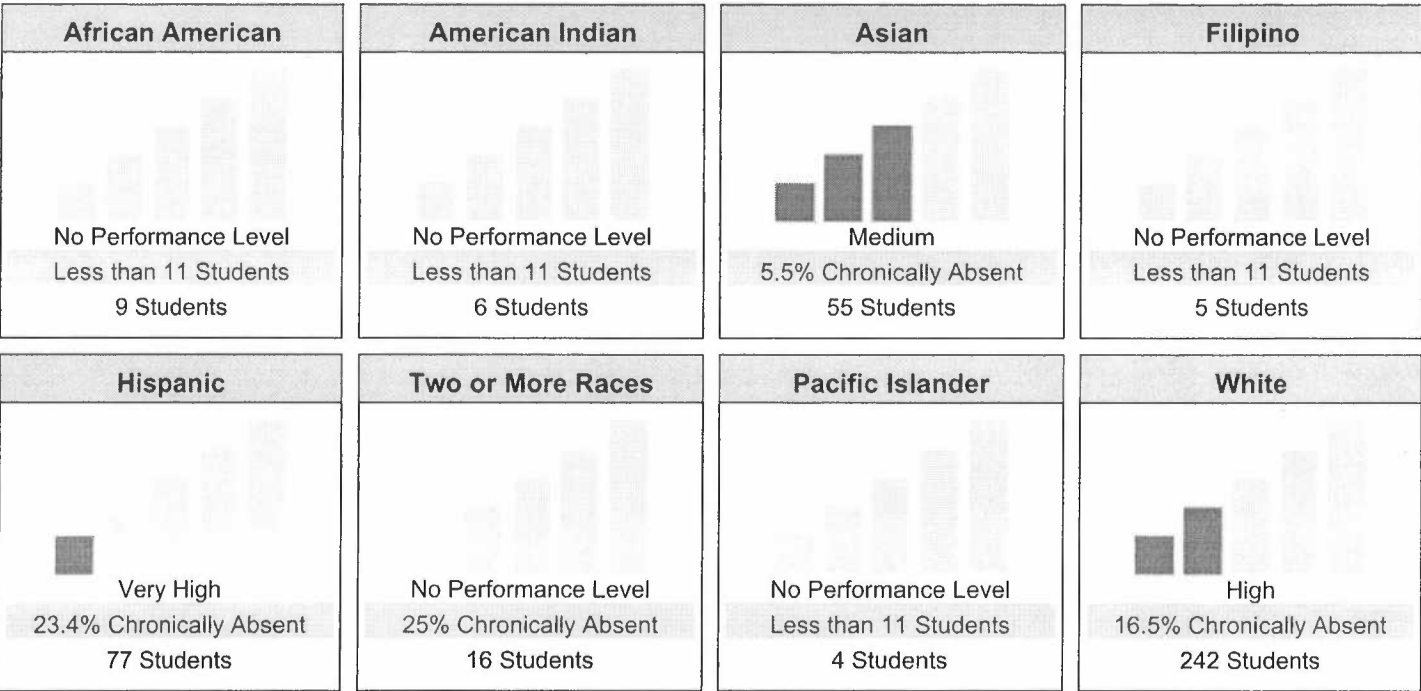
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	1	1	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>High 17.1% Chronically Absent 414 Students</p>	<p>English Learners</p> <p>No Performance Level 23.5% Chronically Absent 17 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>Very High 27.7% Chronically Absent 83 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Very High 27.7% Chronically Absent 83 Students</p>	<p>Students with Disabilities</p> <p>Very High 24% Chronically Absent 75 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

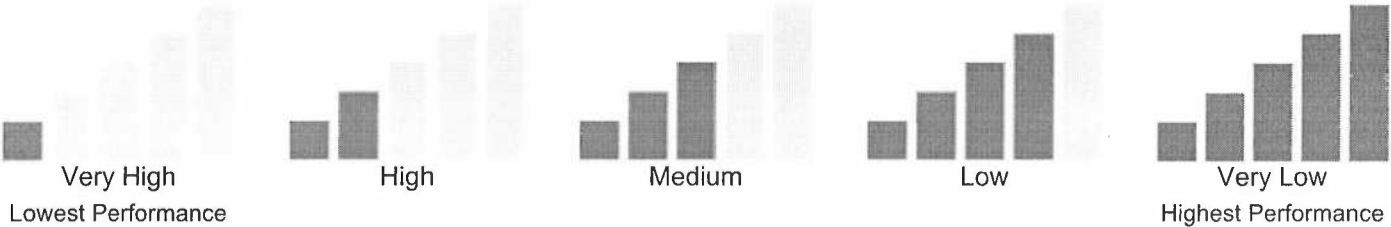
1. Our overall Chronic Absenteeism rate has increased. We are studying the impact of mandatory Covid stay home orders have had on this number.
2. Emphasis and outreach for our students with disabilities, socio economically disadvantaged, Hispanic and white students must continue based on both groups increase in chronic absenteeism rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





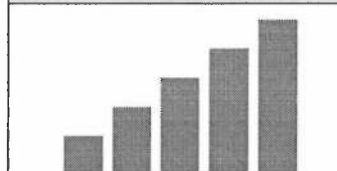

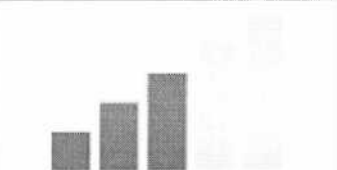


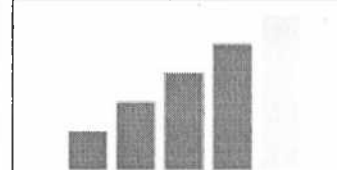
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	2	2	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Low 1.4% suspended at least one day 421 Students</p>	<p>English Learners</p> <p>No Performance Level 0% suspended at least one day 17 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 2 Students</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Medium 3.5% suspended at least one day 85 Students</p>	<p>Students with Disabilities</p> <p>Low 1.3% suspended at least one day 76 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Level Less than 11 Students 9 Students</p>	 <p>No Performance Level Less than 11 Students 6 Students</p>	 <p>Very Low 0% suspended at least one day 55 Students</p>	 <p>No Performance Level Less than 11 Students 5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Medium 5.1% suspended at least one day 79 Students</p>	 <p>No Performance Level 0% suspended at least one day 16 Students</p>	 <p>No Performance Level Less than 11 Students 4 Students</p>	 <p>Low 0.8% suspended at least one day 247 Students</p>

Conclusions based on this data:

1. Our overall suspension rate at PGMS declined placing us in the low category.
2. Students with disabilities group both showed declines in suspension rates and reside in the low category.
3. Slight increase in hispanic student suspension rate. This 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 20% and continue to increase achievement overall as measured on the ELA Smarter Balanced summative assessments for the 2023-2024 school year. Continue to make positive gains for Asian, White, English Learners, socio-economically disadvantaged students, and Hispanic students

Identified Need

This goal will remain in place. Previously we have identified our students with disabilities and our English Language Learners as the two sub group still experiencing an achievement gap in English Language Arts. We will have two years of Smarter Balanced Assessment data this year, which will serve as the first comparison in some time. We feel that we can double our progress rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22/23 SBAC ELA summative assessment for students with disabilities and English Language Learners.	Students with disabilities scored 30.1 points below standard on the 2021/22 ELA Sbac test. That number is an improvement, as the 2018 results had this group 46 points below standard. English Language Learners scored 26.6 points below standard which was a decline of 17.4 points during the same time period.	Students with disabilities should see 24 points below standard, an improvement of 6 points. English Language Learners would see an improvement of 10 points to increase their achievement to 44 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)

Students with Disabilities and English Language Learners.

Strategy/Activity

Dedicated schedule co teaching and co planning time for Sped and General education teachers weekly on Thursday's to plan lessons with accommodations embedded within the lesson. This is

under the direction of and to include the Principal. English Language Development (ELD)Teacher to co-plan lessons with ELA teachers to promote and support ELD strategies embedded within lessons/assessments.

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 and English Language Learners

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). Monthly collaboration with ELD teachers from the elementary schools and the high school to share best practices and coordinate a districtwide plan of support for our English Language 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)
1400	Site Budget (\$1400- Sub Coverage)

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 and English Language Learners

Strategy/Activity

Middle School Professional Learning Communities (PLC's) will closely monitor the academic progress of our students with disabilities and English Language Learners using common formative assessments four times a year and provide interventions when necessary. This group will consist of both general education, special education, and English Language Development 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, special education and Language Review Team data review teams recommendation as to the amount of support needed. The data will come from the Fall of 2023 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)
6000	Site Funds (\$6,000)

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 and English Learners

Strategy/Activity

Continue to offer specialized support classes for Sped students in English Language Arts. Increase the number of sections of Learning Center from 2 sections to 3 sections. Current offerings for 2022/23 school year are: Transitional ELA (1 section) , Read 180 (one section) and Learning Center (3 sections) English Language Development Class (1 section).

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)

130,000

Source(s)

General Fund: \$160,000 (6 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 and English Learners

Strategy/Activity

Implement strategies learned from our all staff training on Universal Design for Learning (TOSA/Admin), Resume whole staff professional development” Doable Differentiation” to improve scaffolding and differentiation of instruction. New emphasis on Equitable Grading Practices to use with both UDL and differentiation strategies.

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)

380

Source(s)

Grading for Equity books \$380 (for all staff members)

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 and English Learners

Strategy/Activity

Continue to promote and publicize PAPER.co as an at home/in school instant resource for one on one tutorials across all subject areas. PGMS has one of the highest user rates in the state of California.

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)

[Empty box for Amount(s)]

General Fund- district wide license \$48,240 annually

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 and English Language Learners

Strategy/Activity

TOSA (teacher on special assignment)to spearhead Intervention programs to include: Academic Intervention Class, weekly scheduled meetings with students with disabilities and English Learners who are identified as at risk. Parent conferences quarterly to make sure intervention strategies prove successful. TOSA to liaison between families of struggling students and the teachers of record.

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: 2022-23

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 2022-2023 school year, we continued our focus on looking at our at-promise 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/ELD 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, ELD, 504 Learning Center, and Read 180) and outside the school day (Fundamentals of Success, Study Hall) 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 2023 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 21/22 school year, our students with disabilities group have 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 grew to 30 points below standard. Though this group had higher achievement results they are not keeping pace with our overall scores, they remain the group with the highest gap in achievement. To increase our support of students on an IEP, we have added an additional section of Learning Center to support up to 20 additional students. A group we are adding this year (22/23) are our Language Learner students. We found that our Measures of Academic Performance (MAP) assessments identified this group as struggling post pandemic, thus we add them as a population of focus.

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, English Learners socio-economically disadvantaged students, and Hispanic students by 10% in Math and continue to increase achievement overall as measured on the Math Smarter Balanced summative assessments for the 2023-2024 school year. Continue to make positive gains for Asian, White

Identified Need

Our students with disabilities as well as our English Learners, socio economically disadvantages students, and Hispanic students 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 lowest performing at-promise student populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 Sbac Math Summative: Students with disabilities.	109 points below standard (an decline of 30 points)	10% improvement: 98.1 points below standard
2022 Sbac Math Summative: English Learners	61.8 points below standard (a regression of 30 points)	10% improvement: 55.6 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 multiple measures assessment. Additionally, students will be given the Measures of Academic Performance assessment at the beginning, middle and end of the 2022/23 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)

6th grade students

Strategy/Activity

Roster at risk incoming 5th grade students into our 6th grade math support class per elementary school data provided.

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)

35000

General fund

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

Students identified as academically at-risk (via Map assessment data, common formative assessments, D/F list) will attend Fundamentals of Success class, or the Academic Intervention

Class (AIC) for additional math support (taught by a certificated Math teacher). These students will be identified in August of 2023 via the Measures of Academic Progress math 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)
6,000	Site Funds: \$6,000

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 to mplement strategies learned from our all staff training on Universal Design for Learning (TOSA/Admin), Resume whole staff professional development around "Doable Differentiation" to improve scaffolding and differentiation of instruction. Expanding staff professional development into Equitable Grading learning, student choice to continue finding the best way for students to demonstrate mastery.

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)
380	Grading for Equity: \$380 for staff wide copies.

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 to promote and publicize PAPER.co as an at home/in school instant resource for one on one tutorials across all subject areas. PGMS has one of the highest user rates in the state of California.

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)

48,240

Source(s)

General Fund 48,240 annual district 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

Maintain grade level Math support classes (three), each taught by a credentialed math teacher to provide direct support to students who struggle in Math. We anticipate that we will serve between 60-75 students (roughly 14% of our enrollment) who identified in May of 2023 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)

108,000

Source(s)

General Fund \$108,000 (three dedicated sections)

Strategy/Activity 8

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

Increase the number of Learning Center sections from two to three, so support an additional 15-20 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)

0

Source(s)

No additional Cost- condensed a section to open up a free section

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-2023 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/504 Learning Center and Math 180) and their companion classes (Fundamentals of Success/Study Hall) outside the day 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 2022/23 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 2021/2022 school year (latest SBAC) show our students with disabilities, English Learner, Hispanic and socio-economically disadvantaged 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 increased to its present level of 109 points below standard (statewide average is 131 points below standard). The achievement gap for English Learners actually rose 1.9 points to 75 points below standard. Though our students with disabilities saw improvement achievement results, they are being outpaced by the overall student population and remain the group with the highest gap in achievement. We will continue to monitor the Smarter Balanced Math summative assessment data to begin the 2022/23 school year, and gather further actionable data from the three MAP math assessments delivered quarterly during the 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 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 10 percent 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. This year we hosted a quarterly SEL focus (Angst, Upstanders, Race to be Human, and Screenagers 3) for both parents and students. We will continue to provide social emotional learning opportunities for students, staff and families in the 2023/24 school which will build on our learning from this year. We will continue using the Character Strong program and Open Parachute SEL 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. Leverage the CalHope Grant (\$55,000 over two years) to emphasize students' emotional wellbeing, train staff on current SEL best practice and involve community groups to partner with PGMS families for training and support.

Identified Need

Continue to expand student opportunity for involvement in a variety of activities of interest, utilize the Character Strong and Open Parachute social-emotional programs 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 was comfortably higher than the state average (PGMS 69%-State Average 62%) and was an improvement over 2021/22 school year. The data did yield two areas of focus for this goal: Academic Motivation 68% (State average 2017-2019 75%) Caring Adult Relationships 67% an improvement over 21//22 62% (State average 2017-2019 61%) Felt hopeless/sad within the last 12 months: 29% (decline of 7% over 21/22- 36%)	10% Increase in Overall Student Academic Motivation from 68% to 75%. 10% increase in Overall Caring Adult Relationships from 67% to 74%. 10% reduction in students feeling hopeless/sad within the last 12 months from 29% to 26%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey Parents	Overall the Parent Survey Data was the highest in the last five years. Two critical areas of focus is that 17% of families either disagree or strongly disagree that the school communicates the importance of respecting different cultural beliefs and practices. Another area of focus is that 18% of families believe that the school does not do an good job on providing information on parents expected role at their childs school.	Decrease the number of families reporting either disagree or strongly disagree that the school communicates the importance of respecting different cultural beliefs and practices by 25%. Decrease the number of families reporting that the school does not do an good job on providing information on parents expected role at their childs school by 25%.
California Healthy Kids Survey Staff	55% of teachers reported an interest in receiving training in working with diverse racial, ethnic and/or cultural groups. 58% would like training in meeting the social, emotional, and developmental needs of youth.	100% of the staff will receive a training in working with diverse racial/ethnic/cultural groups as well as training in meeting the SEL needs of youth.
Olweus Bullying Survey	Olweus Bullying Survey Fall Administration: 90.2 Spring Administration: 88.91 Both of these results are encouraging, as they each rank in the Low Risk category.	10% increase in Low Violence/Substance abuse score from 301 to 331.
PGMS Core SEL Student Survey	SEL Student Survey indicated comparable positive responses between pre and post administration. The Fall administration composite score was 72/100 which falls within the Moderately Healthy/Favorable View. The Spring administration composite score 69.82 which also falls within the Moderately Healthy/ Favorable View.	Continue to make progress towards the Healthy/Favorable View which is the next highest level of student SEL Health.
PGMS Student Voice Survey	Overall the surveys from 2021/22 and 2022/23 are quite similar in student responses.	Maintain progress in staff being encouraging and discussing academic progress with students (As measured on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Some of the takeaways were:</p> <p>Increase in:</p> <ul style="list-style-type: none"> • Students reporting staff encouragement • Students reporting taking time to discuss academic progress • Students believe they will be successful • Students feeling safe on campus <p>Decrease in:</p> <ul style="list-style-type: none"> • Students not expecting to have a good day • Students feeling sad/hopeless within the last 12 months 	<p>PGMS Student voice survey). See an increase in students reporting they feel safe and supported on campus.</p>
<p>PGMS Student Body Inclusivity Survey</p>	<p>This survey was created by our Leadership students based on our conversations surrounding Impact v. Intent. Overall, students reported that PGMS is an inclusive environment: aggregate score of 8.3/10. Some of the written feedback regarding areas of specific challenge that some students have faced include: socio-economic status, race, and the use of preferred names. Finally, when students were asked: Do you feel like the students at PGMS treat each other with inclusiveness? 10.4% of students responded No.</p>	<p>We will continue our discussions surrounding Intent v. Impact, microaggressions and difference, by leveraging both Character Strong and Open Parachute, hire a guest speaker to speak about diversity and inclusion at an assembly quarter 1, and partner with community organizations to create lesson plans to be delivered during our dedicated Advisory Period.</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

Staff wide Character Strong and Open Parachute training in support of maintaining a safe and nurturing school environment. Plan to begin 2023/24 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, Spirit Days, and continue the PGMS Inclusivity Survey. Establishing and supporting a Health and Wellness Club (run by Counselor/community partner) with open enrollment (lunchtime activity). Broaden our partnership with Blue Zones Project of Monterey County

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

CalHope 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- In the 2022/23 school year, our students authored a PGMS Inclusivity Survey to gauge how inclusive our school/staff/students are, and ways to improve. This will now become a biannual measure. Additionally, students input will be sought regarding educational decisions/changes (example-homework) on an bi annual basis. Students will be surveyed (PGMS Student Voice Survey/PGMS Inclusivity Survey) 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 PGMS counseling team of 2022/2023 California Healthy Kids Survey, Olweus Bullying Survey, CoreSel Survey, PGMS Inclusivity Survey, and the PGMS Student Voice 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 or new employees. Renew our Open Parachute SEL program (\$2000 annually). Continue to utilize bi-annual Olweus Survey on Bullying.

Once again this year, eight staff members of the PGMS SEL team 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)	Source(s)
4500	Site Funds \$500; One time funds \$2000; \$2000 CalHope Grant

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/Open Parachute SEL program, assemblies, movies/reflections (Angst series) and public speakers. Assemble a diverse group of students, staff members and parents to utilize as an SEL Team 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)	Source(s)
2000	CalHope Grant \$2000

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, continue the paid subscription, and send additional staff to Character Strong training to achieve a "tipping point" at PGMS. Continue to utilize bi-annual Olweus Survey on Bullying. Continue to share results with staff and devise a Social Emotional Mission Statement. 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)
500	Site funds: \$500

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

Establishing and supporting a Health and Wellness Club (run by Counselor/community partner) with open enrollment (lunchtime activity). Strengthen our partnership with Blue Zones Project of Monterey County

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	CalHope: \$1500

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, Elisabeth Stitt, Josh Ochs, Officer Hankes and PGMS counseling and staff members. This outreach will be paid for entirely by CalHope Grant (second installment of \$21,000).

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, our PGMS students created a PGMS Student Body Inclusivity Survey, which we will use this survey annually both in the fall and spring. In addition to our California Healthy Kids Survey, CoreSel and Olweis Bullying Survey, we will continue 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)
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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 and Open Parachute topics to support empathy and compassion. Share the survey and results with parent groups for input and suggestions.

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

Annual Review

SPSA Year Reviewed: 2022-23

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.

As a staff, we theorized that the scores for PGMS California Healthy Kids Survey would decline significantly due to the pandemic. The overall score is comprised of both the Overall Supports and Engagement domains were not as low, especially in relation to the state averages. We studied these data with staff, school site counsel, PTSA and management teams. We found within the School Climate report card, that PGMS showed growth in almost all areas:

- Perceived School Safety 74% (up 5%) (State average 2017-2019 61%)*
- School Connectedness 69% (up 2%) (State average 2017-2019 62%)
- Academic Motivation 69% (up 1%) (State average 2017-2019 75%)
- Caring Adult Relationships 67% (up 5%) (State average 2017-2019 61%)
- Promotion of Parental Involvement 57% (down 5%) (State average 2017-2019 59%)
- No Substance Use at School 98% (unchanged) (State average 2017-2019 95%)

Our site goal in years past targeted school connectedness, the main reason for our purchase of the Character Strong and Open Parachute programs. We can see from the data that school connectedness is above the state average. Solid gains were made in every single subscale area, except Promotion of Parental Involvement which fell 5%. Though PGMS has made many opportunities available for parent participation (4 parent night assemblies, a four-part parenting series, tech night, etc.) we are currently looking at ways to make these events more accessible to families by livestreaming events and/or using Zoom concurrently with in person opportunities.

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 and SEL programs, we continue to look at data from the California Healthy Kids Survey (Students, Staff, Parents) CoreSel Survey, PGMS Student Body Inclusivity Survey 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% as evidenced by monthly and quarterly attendance records.

Decreasing the number of students who miss 10 or more days during the school year by 50% as evidenced by monthly and quarterly attendance records. Work with counseling staff for students missing over 10% of the school year due to mental health issues (anxiety, depression, OCD) and provide training for staff members on ways to mitigate social emotional (also contained in goal 3) issues to increase attendance. 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 tailor 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 California Dashboard, we found that the rates of Chronically Absent students grew in three at-promise groups: students with disabilities, socio-economically disadvantaged students and our Hispanic students. These numbers demonstrate a need to target these student groups showing an increase. We look forward to learning more about the changes to Covid isolation policies as a topic of discussion with families and staff.

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 11.5 points to 27.5% overall in the high category Students with Disabilities rose from 19.3% to 24% overall in the high category 	<p>Expectation Year 1: PGMS will no longer have an overall Chronic Absenteeism indicator of High.</p> <ul style="list-style-type: none"> Students with disabilities will be in the Medium or Low category Socio-economically disadvantaged students will be in the medium or low category

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> Hispanic students increased from 17% to 23.4% overall in the high category. 	<ul style="list-style-type: none"> White students will be in the Low 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 (School Site Council suggestion), 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: 2022-23

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 21/22 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 and will continue to make this a stand alone effort. Overall our school CA indicator is in the high category, which shows we've declined overall. However a closer look at the data reveals that three student groups (hispanic, socio-economically disadvantaged and students with disabilities) CA rates continued to rise. We also discovered that our mandatory home isolations due to contracting Covid-19, affected 69 of our roughly 400 students. 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 and consequences of missing school
- 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 21/22 data, we saw that our school wide efforts to reduce Chronic Absenteeism were not as successful as we had hoped. During the 2021/22 school, our attendance has been roughly 94% (lower than normal, but with all the factors (Covid, Mental Health challenges) we were surprised how high the attendance rate actually was. Our present attendance rate thus far in 2022/23 stands at 95.8%. 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. We plan to have a "Parent Bootcamp" a week prior to the beginning of the school year, to provide information about school attendance, clarifying what absences are excused and which are not, as well as the steps taken by the school to ensure that students attend school regularly.

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)

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 6

ol.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$347,300.00

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 (\$)
	\$347,300.00

Subtotal of state or local funds included for this school: \$347,300.00

Total of federal, state, and/or local funds for this school: \$347,300.00

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
- 7 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Katie Whitman	Parent or Community Member
Elliot Hazen	Parent or Community Member
Darcy Tuinenga	Classroom Teacher
Sean Roach	Principal Parent or Community Member
Dylan Brimer	Other School Staff
Emily Haselbauer	Parent or Community Member
Kelly Nguyen	Parent or Community Member
Mathew An	Secondary Student
Perrine Adams	Parent or Community Member
Patrick Troy	Parent or Community Member
Jason Hahn	Parent or Community Member
Apple Atufau	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


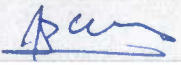
Committee or Advisory Group Name

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 5/1/23.

Attested:

Principal, Sean Roach on 5/16/23	
SSC Chairperson, Perrine Adams on 5/16/23	

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.

[Educational Partner 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.

Educational Partner 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 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

- | | |
|--|---|
| <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 High School Single Plan for Student Achievement for 2023-2024

DATE: June 1, 2023

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 2023-2024 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), Northwest Evaluation Association (MAP), and information from the California Schools Dashboard. On May 9, 2023, the Site Council approved the SPSA.

INFORMATION:

SPSA GOALS AND ACTIONS:

Goal 1: Equitable Academic Outcomes for all students to be College and Career ready upon graduation, including the Career Technical Education pathway completion.

Sub Goal 1: As measured by the California School Dashboard increase the following metrics for all students by 3%: Graduation rate, College to Career Readiness (63.8% [-.8]) - No data available for 2022

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn “meets or exceed” with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

Sub Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway in an effort to increase our CTE completer percentage by 3%.

Strategies to achieve goal 1:

One-to-one meetings with counselors and students to develop and evaluate four-year academic plans

Provide academic support classes to students with D/F in core content areas

Increase enrollment in AVID 1 & 2

Increase the diversity of curriculum across all departments

Continue to develop Professional Learning Communities weekly to promote teacher collaboration that increases student achievement

Professional development - introduce a systems approach towards student learning by exploring lessons. design focused on mastery learning of skills/competencies that sustain the change we are experiencing through distance and hybrid learning.

Continue to develop department plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, and learning objectives.

Implement a new bell schedule for the 2023-2024 school year that provides for increased course selection for all students, educator collaboration, and an advisory period for all students.

Increase College Credit Course offerings.

Refine College and Career Center.

Professional development for certificated staff in the area of English Learners.

A-G credit recovery course.

Continue our efforts to provide funding for the CTE program with incentive grants.

Provide an increased opportunity for underclassmen to enroll in introductory CTE courses.

Instructional Leadership Team - provide pedagogical and data analysis support to certificated staff and professional development.

Implement strategies from the book "Grading for Equity."

Teacher on Special Assignment (TOSA) - ensure all students graduate and increase college and career readiness through data analysis, professional development, and direct intervention with students.

Apply for additional funding from the Strong Workforce Program Grant.

Continue to offer academic support classes for general education students and students with special needs.

ANALYSIS GOAL 1

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Sub goals 1, 2, and 3 were not achieved. Strategies and activities need more time to be fully developed and implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional development in the area of English Learners, systems approaches towards student learning and department plans did not occur during the 2022.23 school year as intended.

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.

The metrics for CAASPP were changed and the CCI was not provided by the California Department of Education.

Implement a new bell schedule for the 2023.24 school year that provides for increased course selection for all students, and educator collaboration through the PLC process.

Implementation of strategies from Grading for Equity.

GOAL 2: Create and Sustain a Safe and Affirming Learning Environment

Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by .5%

Sub Goal 2: Increase, as measured by student surveys, e.g. California Healthy Kids Survey by 3% - School Perceived As Very Safe or Safe 68% down from 69% (State average 2017-2019 54%) School Connectedness 56% down from 58% (State average 2017-2019 55%) Academic Motivation 60% down from 63% (State average 2017-2019 72%) Caring Adult Relationships 59% up from 55% (State average 2017-2019 58%)

Sub Goal 3: Increase, as measured by the California Healthy Kids Survey, promotion of parental/guardian involvement 79% down from 80% (State average 2017-2019 44%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

Strategies to achieve Goal 2:

Promote online confidential reporting form.

Promote “See something say something” culture.

Implement with fidelity Restorative Approaches.

Increase awareness of services provided through Outreach Counselor.

Leadership class activities - Increase opportunities for students to be involved in a variety of school activities.

Meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, mental health therapist, and attendance clerk to review attendance data and provide necessary interventions as appropriate.

Provide a variety of educational workshops for parents/guardians.

Reduce language barriers by providing information in a variety of languages.

Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents.

Professional Development for staff in the areas of equity and inclusion.

Increase awareness of services provided through Mental Health Therapists.

Provide professional development to staff in the area of youth social-emotional health.

ANALYSIS GOAL 2

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Sub goals 1, 2, and 3 were not achieved. Strategies and activities need more time to be fully developed and implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Restorative Approaches was introduced but training was not provided at the level needed for full implementation. Restorative Approaches was practiced by the administration.

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.

Each goal was updated with new information based on data provided by the CHKS.

Advisory will not be part of the bell schedule for the 2023.24 school year.

Continue to increase awareness of services provided through Licensed Mental Health Therapists.
Need to ensure we provide professional development to staff in the area of youth social-emotional health.
Need to ensure meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, Licensed Mental Health Therapist, and attendance clerk to review attendance data and provide necessary interventions as appropriate.
Only one family learning opportunity was provided during the 2022.23 school year. Need to increase these opportunities.

FISCAL IMPACT:

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

School Year: 2023-24



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	May 9, 2023	June 1, 2023

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), Pacific Grove Unified School District (PGUSD) Social Emotional Learning (SEL) survey.

According to the CHKS:

School Perceived As Very Safe or Safe 68% down from 69% (State average 2017-2019 54%)*

School Connectedness 56% down from 58% (State average 2017-2019 55%)

Academic Motivation 60% down from 63% (State average 2017-2019 72%)

Caring Adult Relationships 59% up from 55% (State average 2017-2019 58%)

Promotion of Parental Involvement 79% down from 80% (State average 2017-2019 44%)

*State data is for "high schools"

According to the PGUSD SEL survey of students, there is a need to support students academically and social-emotionally.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and Informal classroom observations were conducted by the administration. Teachers are continually working to meet the varied academic needs of all students.

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 - student work and points earned (grades). Northwest Evaluation Association (MAP) assessments in English and Math. California Assessment of Student Performance and Progress (CAASPP).

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, academic support classes and PAPER.co. (online 24/7 tutorial support) 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 PGHS and 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 PGHS and PGUSD is aligned to content standards.

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

If needed staff has access to programs such as Professional Assistance and Review (PAR) and Teacher on Special Assignment (TOSA). Administration also provides instructional assistance as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each department meets three times a month during designated time on Thursday - Professional Learning Communities (PLC).

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 requirement.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has built in support courses for students in general education and special education.

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, licensed mental health therapist, TOSA, teacher office hours, math tutorial time, math support class, academic support classes and PAPER.co. Students identified as English Learners are enrolled in an English language support class. Students identified as special needs have an Individual Education Plan (IEP) are supported by a case manager and are enrolled in classes to meet their specific needs and are provided additional support 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, licensed mental health therapist, TOSA, teacher office hours, math tutorial time, math support class, academic support classes and PAPER.co. Students identified as English Learners are enrolled in an English language support class. Students identified as special needs have an Individual Education Plan (IEP) are supported by a case manager and are enrolled in classes to meet their specific needs. 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 \$80,000 is allocated to PGHS through PGUSD.

Educational Partner 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 through out the school year with the school site council. In addition, the goals were shared with PGHS staff.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

PGHS needs to increase dual enrollment opportunities for students on campus.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	136	162	133
Grade 10	157	123	159
Grade 11	153	140	117
Grade 12	136	145	138
Total Enrollment	582	570	547

Conclusions based on this data:

1. There has been a steady decline in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	16	13	14	2.70%	2.3%	2.6%
Fluent English Proficient (FEP)	95	94	83	16.30%	16.5%	15.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. There has been a slight decline in the number of students identified as English Learners.

School and Student Performance Data

Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	138	116	84	16	82
Female	68	48	71	29	87
Male	70	61	87	13	77
American Indian or Alaska Native	3	3	100	0	100
Asian	21	19	90	10	89
Black or African American	1	1	100	0	100
Filipino	0	0	0	0	0
Hispanic or Latino	34	30	88	12	77
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	4	1	25	75	100
White	77	61	79	21	82
English Learners	4	3	75	25	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	7	7	100	0	100
Socioeconomically Disadvantaged	26	19	73	27	58
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	14	13	13	7	38

School and Student Performance Data

Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	138	98	71	29	74
Female	68	47	69	31	81
Male	70	51	73	27	67
American Indian or Alaska Native	3	3	100	0	67
Asian	21	16	76	24	81
Black or African American	1	1	100	0	100
Filipino	0	0	0	0	0
Hispanic or Latino	34	26	77	23	58
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	4	1	25	75	100
White	77	51	66	34	80
English Learners	4	2	50	50	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	7	7	100	0	71
Socioeconomically Disadvantaged	26	16	62	38	50
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	14	12	86	14	33

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	140	133		0	121		0	121		0.0	91.0	
All Grades	140	133		0	121		0	121		0.0	91.0	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2671.			49.59			30.58			11.57			8.26	
All Grades	N/A	N/A	N/A		49.59			30.58			11.57			8.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		48.76			43.80			7.44	
All Grades		48.76			43.80			7.44	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		51.24			38.84			9.92	
All Grades		51.24			38.84			9.92	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		23.97			70.25			5.79	
All Grades		23.97			70.25			5.79	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		38.02			53.72			8.26	
All Grades		38.02			53.72			8.26	

Conclusions based on this data:

1. Listening has consistently shown to be an area of improvement.
2. Writing is consistently shown to be an area of strength.
3. PGHS needs to increase the overall participation rate by a minimum of 4%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	140	133		0	121		0	121		0.0	91.0	
All Grades	140	133		0	121		0	121		0.0	91.0	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2643.			31.40			28.93			17.36			22.31	
All Grades	N/A	N/A	N/A		31.40			28.93			17.36			22.31	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		38.02			37.19			24.79	
All Grades		38.02			37.19			24.79	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		33.88			55.37			10.74	
All Grades		33.88			55.37			10.74	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		31.40			59.50			9.09	
All Grades		31.40			59.50			9.09	

Conclusions based on this data:

1. Concepts and Procedures has consistently shown to be an area of strength.

2. Communicating Reasoning and Problem Solving and Modeling/Data Analysis has the greatest fluctuation in the percentage At or Near Standard.
3. PGHS needs to increase the overall participation rate by a minimum of 4%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	4	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	4	
12	*	*		*	*		*	*		5	*	
All Grades										13	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	0.00		38.46	38.46		30.77	53.85		7.69	7.69		13	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	23.08		46.15	61.54		23.08	7.69		7.69	7.69		13	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	0.00		53.85	7.69		15.38	69.23		23.08	23.08		13	13	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	7.69	0.00		76.92	92.31		15.38	7.69		13	13	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	53.85	76.92		38.46	23.08		7.69	0.00		13	13	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	7.69		84.62	23.08		15.38	69.23		13	13	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	15.38	0.00		69.23	92.31		15.38	7.69		13	13	

Conclusions based on this data:

1. With such a small number of students who are identified as English Learners the percentages can swing up or down based on just one or two students.
2. Continued targeted support for all students identified as English Learners is required. This will be done through a dedicated class.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
570	18.2	2.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pacific Grove High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	2.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	104	18.2
Students with Disabilities	80	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.9
American Indian	7	1.2
Asian	46	8.1
Filipino	19	3.3
Hispanic	117	20.5
Two or More Races	11	1.9
Pacific Islander	6	1.1
White	339	59.5

Conclusions based on this data:

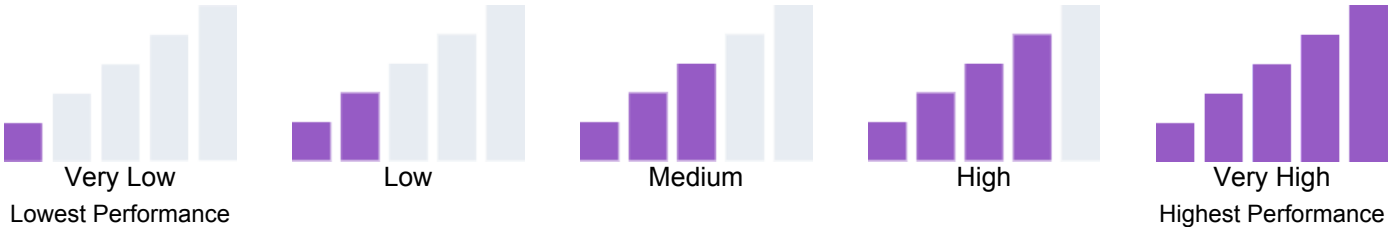
1. Students identified as Socioeconomically Disadvantaged are our largest sub group of students.
2. Students identified as Hispanic and Asian are our two largest Race/Ethnicity groups outside of the majority group - White.

School and Student Performance Data

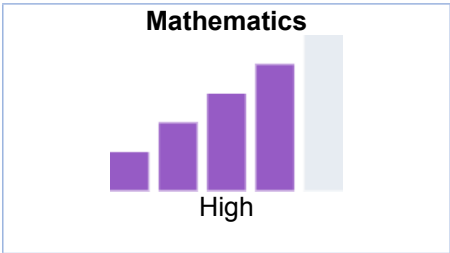
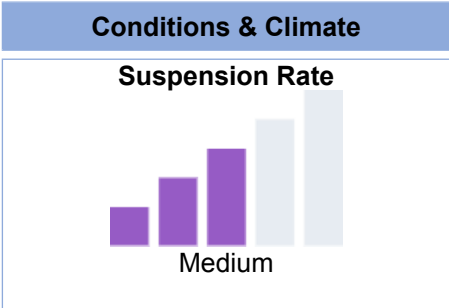
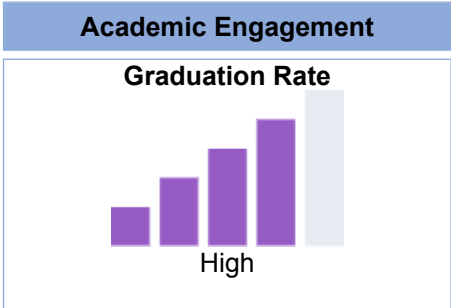
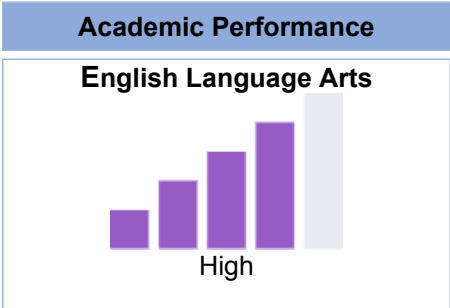
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



College/Career
Not Reported in 2022

Conclusions based on this data:

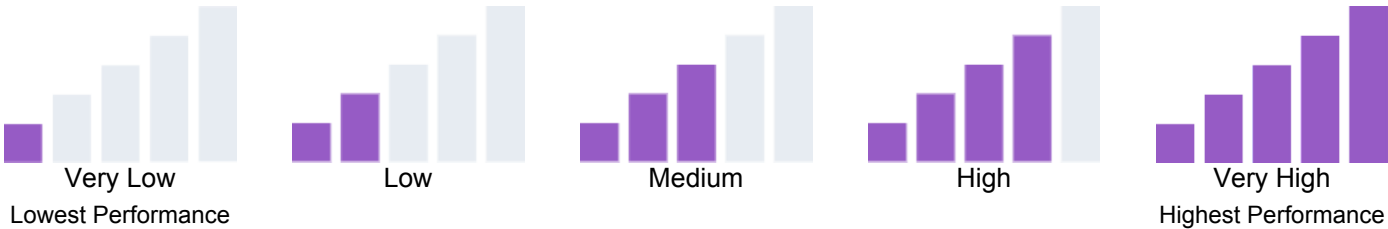
1. Academic Performance - While PGHS received a rating of High in both English Language Arts and Mathematics, NWEA/MAP data in English Language Arts/Literacy showed a high percentage of All Students performing At or Above Grade Level (82%). Of concern are our student groups who scored below the school average: Students identified as Hispanic/Latino (77%), Socioeconomically Disadvantaged (58%), and Students with Disabilities (38%). Continued academic support is required to reduce the gap.
NWEA/MAP data in Mathematics showed a high percentage of All Students performing At or Above Grade Level (74%). Of concern are our student groups who scored below the school average: Students identified as Hispanic/Latino (58%), Socioeconomically Disadvantaged 50%, and Students with Disabilities (33%). Continued academic support is required to reduce the gap.
2. Academic Engagement - Overall rating of High, all seniors received a diploma or a certificate of completion in 2021.22 school year.
3. Conditions and Climate - While we strive for no suspensions, all suspensions were warranted. There were no repeat offenders.

School and Student Performance Data

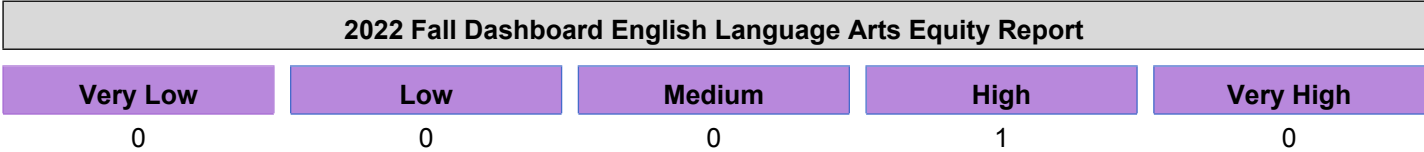
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

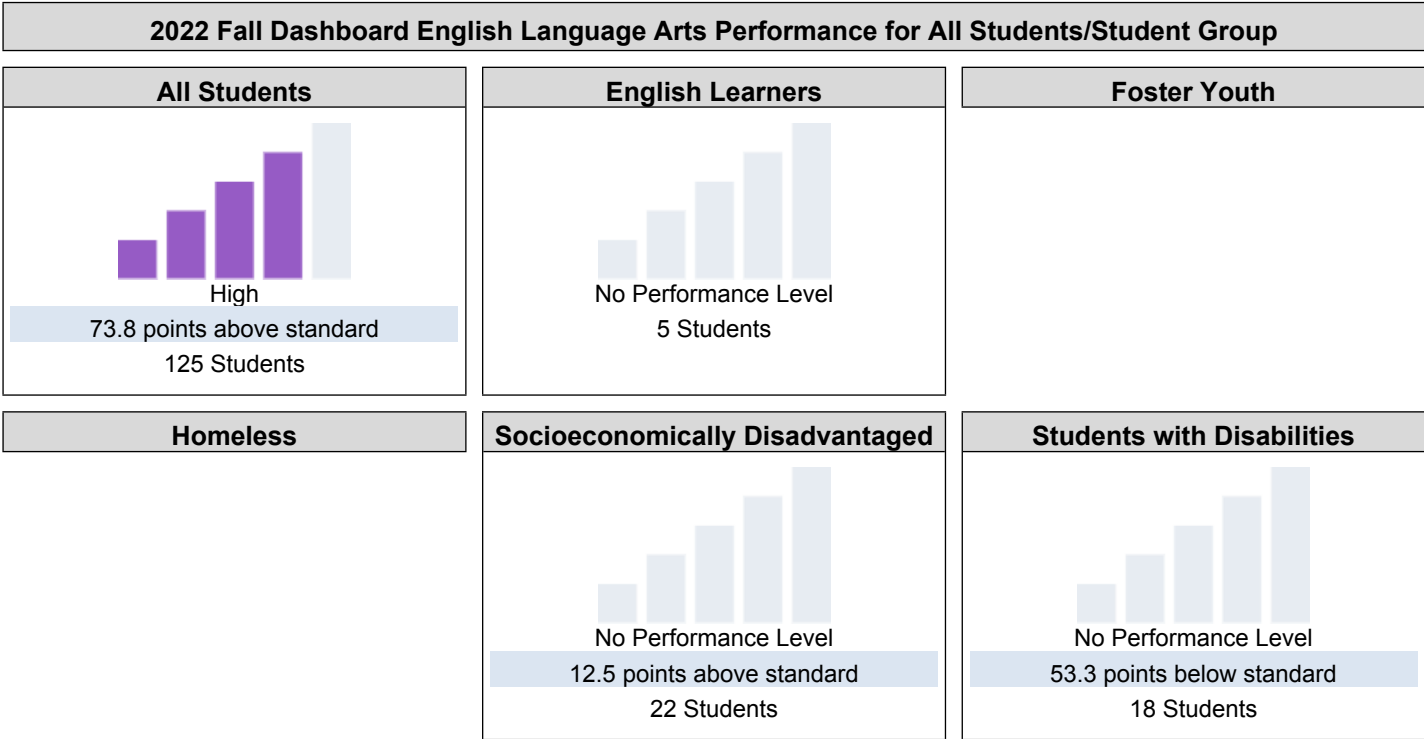
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



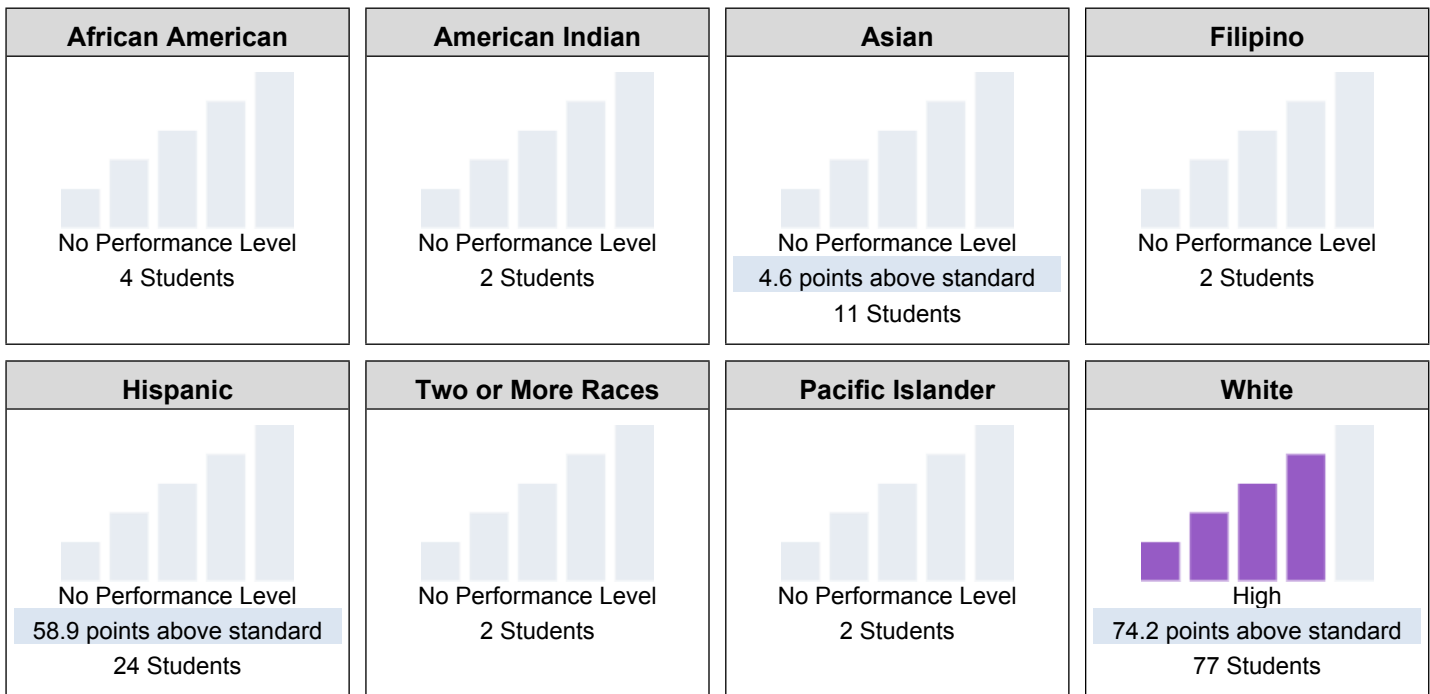
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	2 Students	72.7 points above standard
		103 Students

Conclusions based on this data:

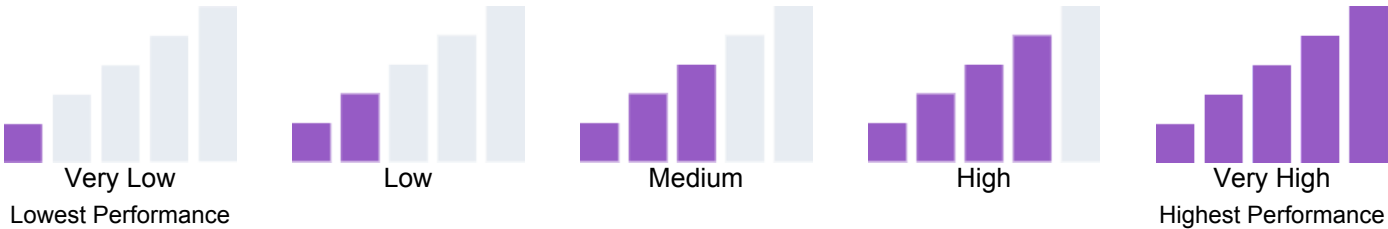
1. No performance level provided for student groups under 30.
2. Encouraging to see a rating of High for All Students scoring 73.8 points above standard.
3. Area of growth continues to be our students who are identified as Students With Disabilities score 53.3 points below standard.

School and Student Performance Data

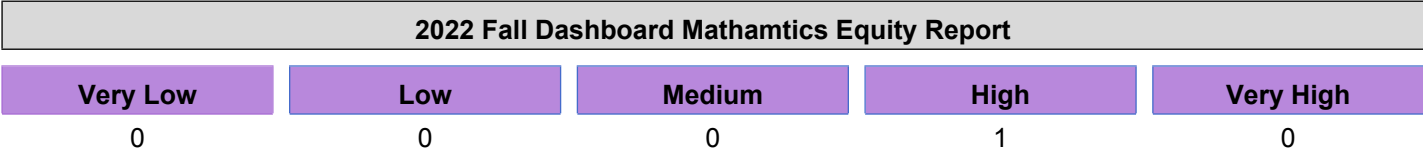
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

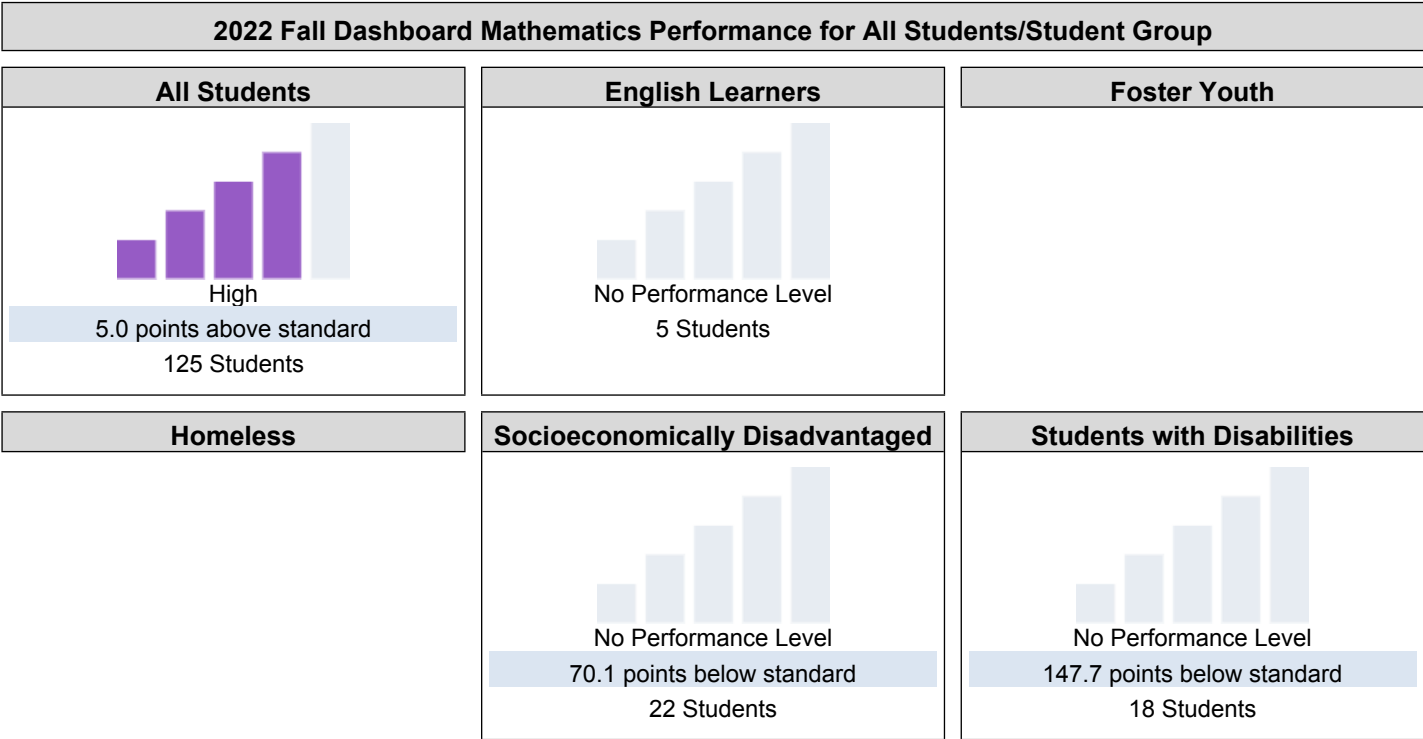
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



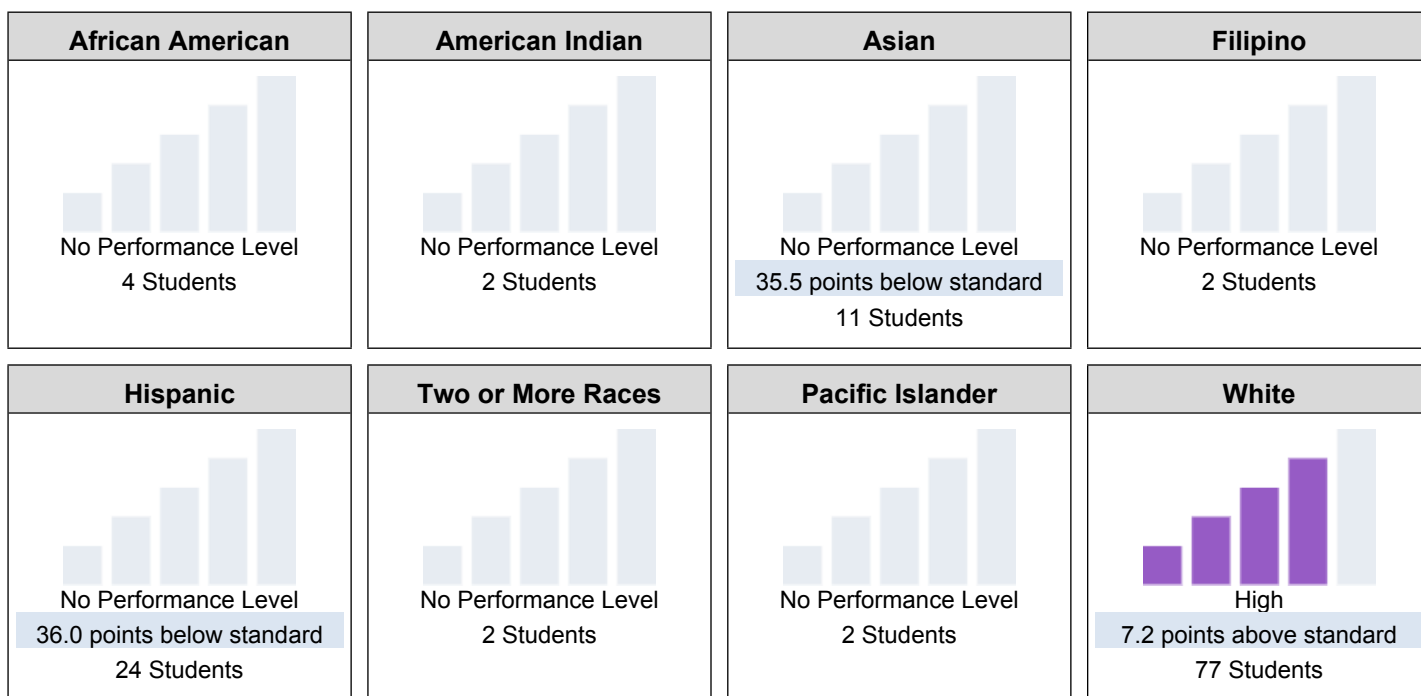
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	2 Students	9.2 points above standard 103 Students

Conclusions based on this data:

- No performance level provided for student groups under 30.
- Encouraging to see a rating of High for All Students scoring 5 points above standard.
- Area of growth continues to be our students who are identified as Students With Disabilities score 147.7 points below standard.

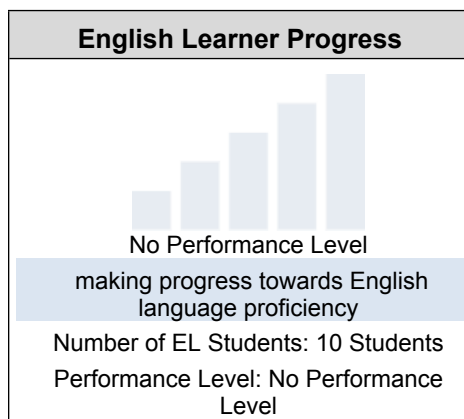
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 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.

2022 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
0.0%	0.0%	0.0%	0.0%

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

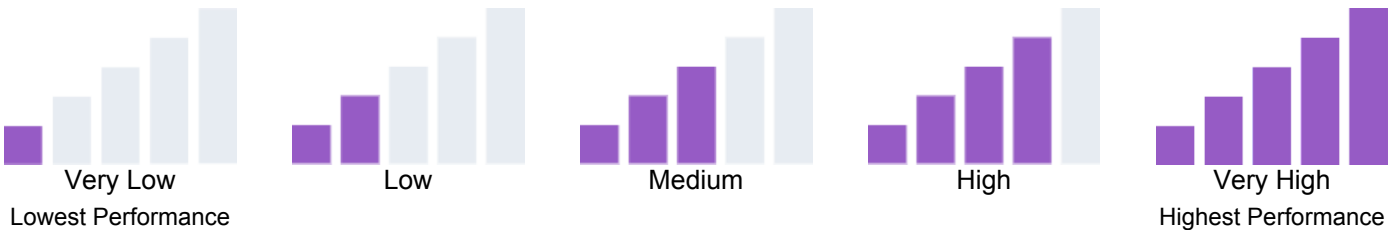
Conclusions based on this data:

1. College/Career data was not reported in 2022.

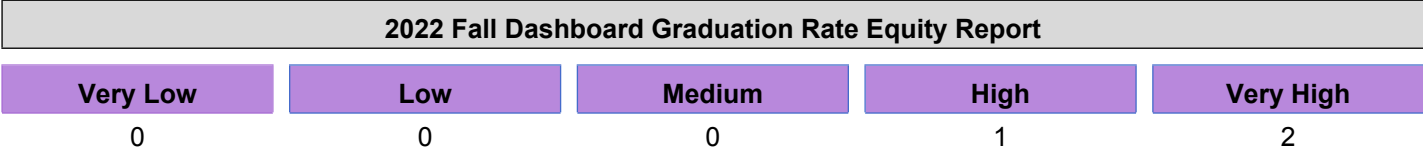
School and Student Performance Data

Academic Engagement Graduation Rate

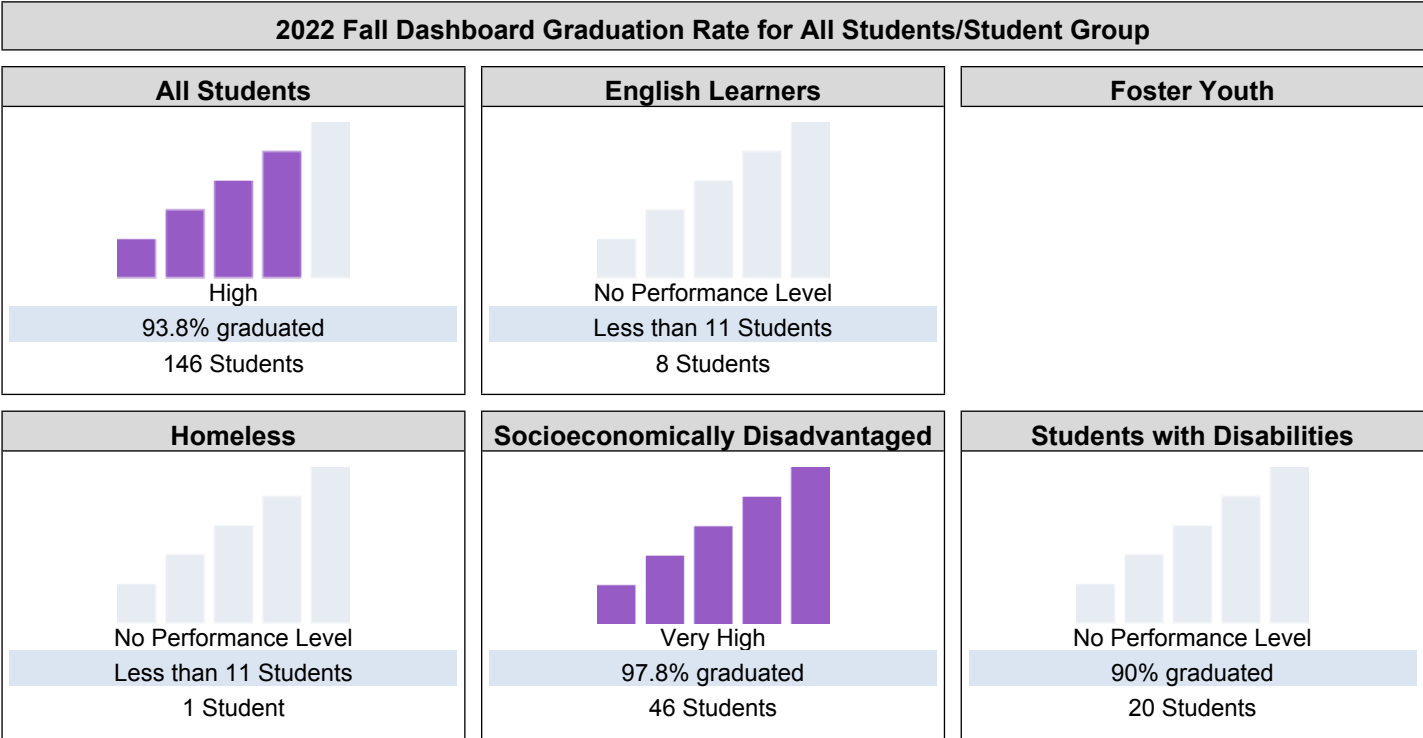
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



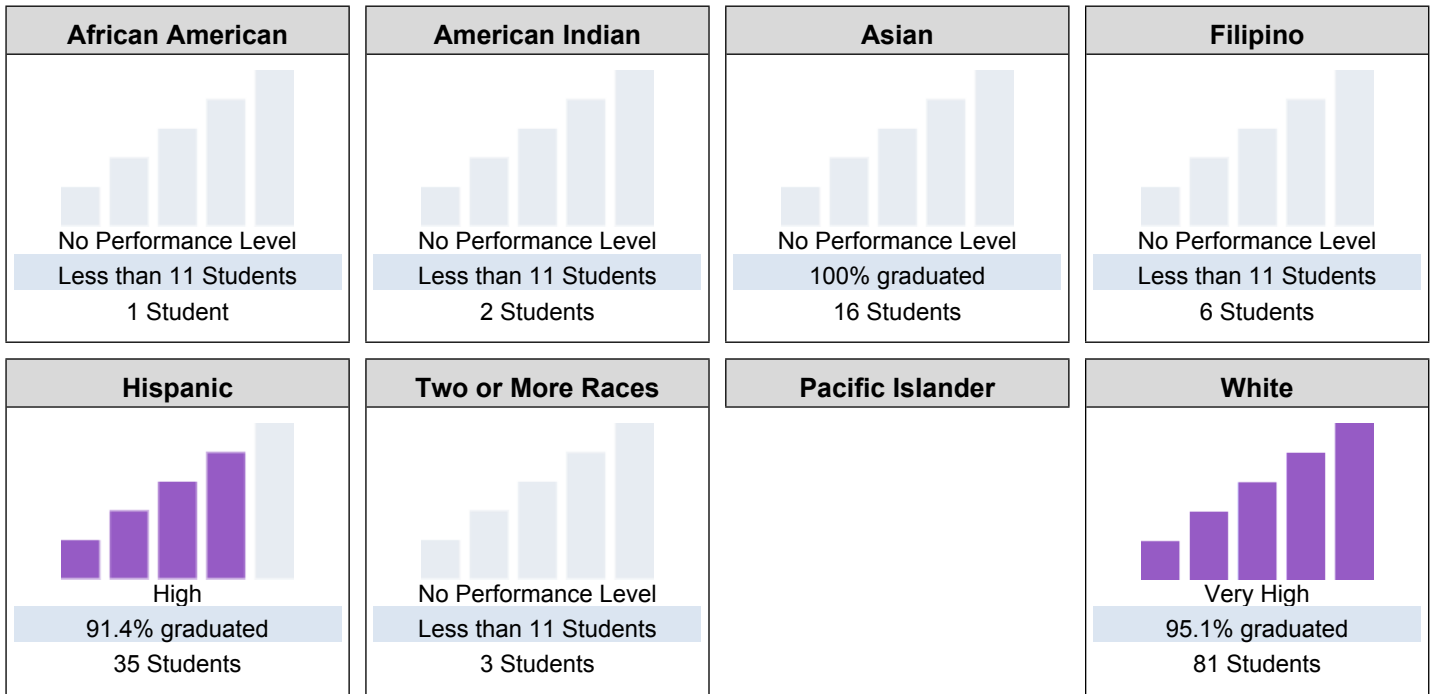
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

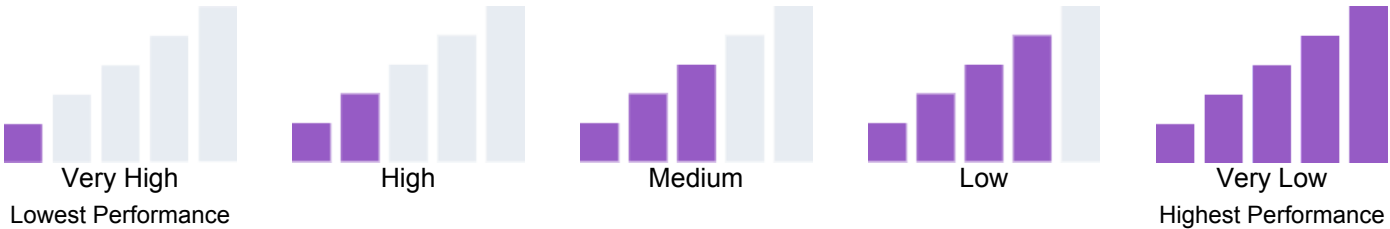
1. Overall rating of High, all seniors received a diploma or a certificate of completion in 2021.22 school year.
2. Encouraged by the rating of Very High for Socioeconomically Disadvantaged at 97.8% graduated.
3. Administration, Counselors and teachers will continue to monitor student graduation eligibility and provide necessary interventions and supports.

School and Student Performance Data

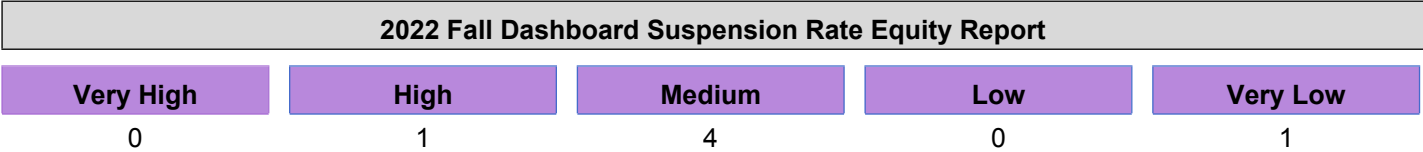
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

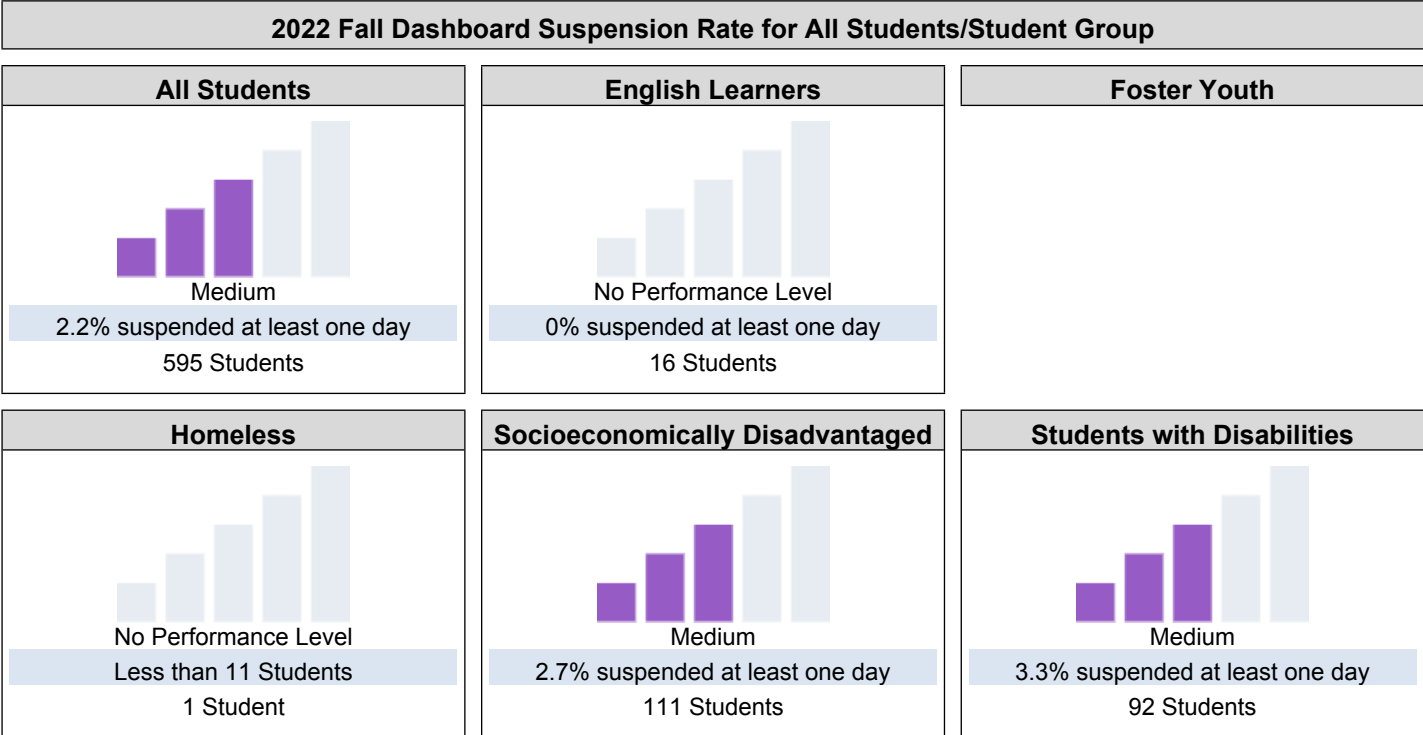
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



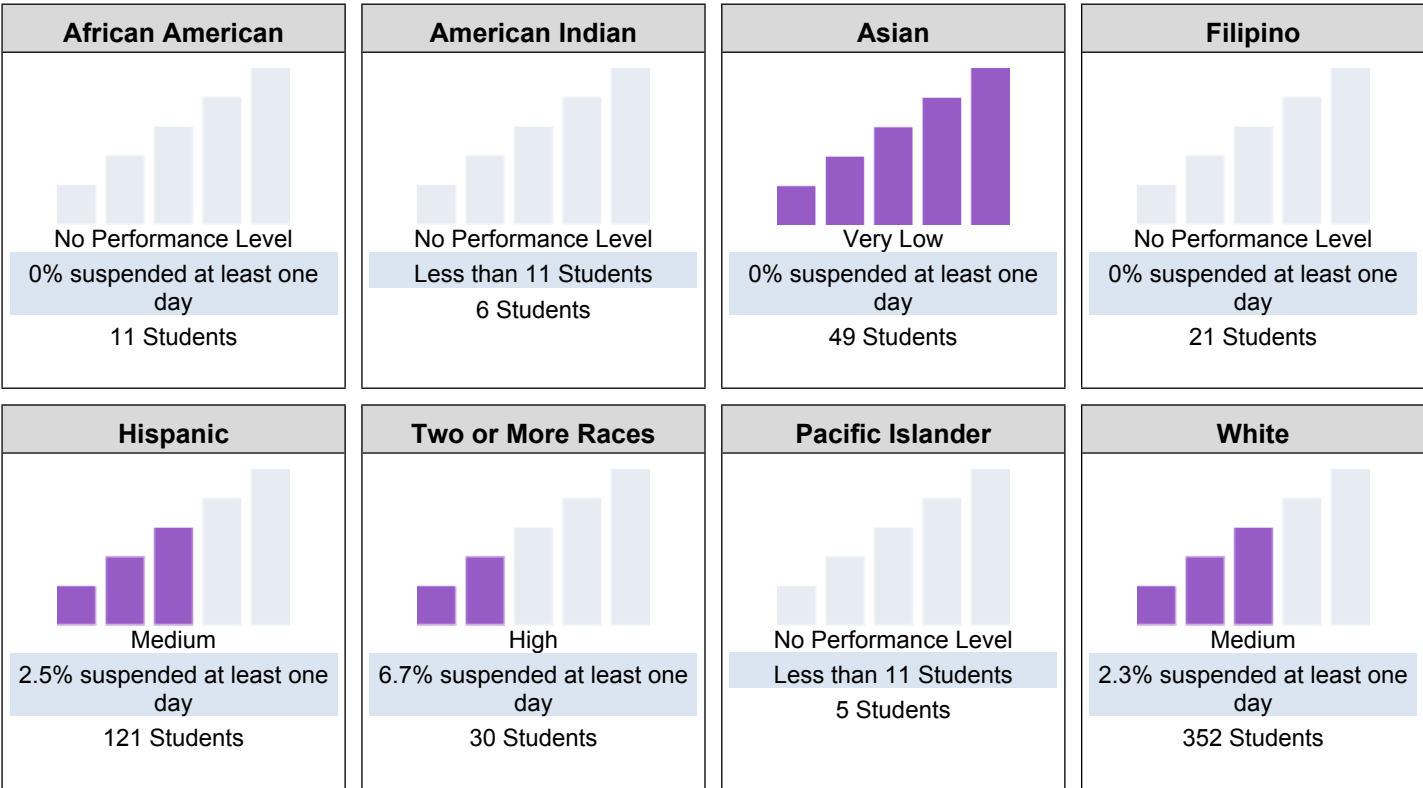
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. While we strive for no suspensions, all suspensions were warranted. There were no repeat offenders.
2. Two or More Races earned a rating of High in part because of the total number of students who identify as Two or More Races. 6.7% equals two students.
3. Implementation of Restorative Approaches for staff, students and eventually families has been delayed.

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 ready and/or complete a career technical education pathway.

Goal 3 - All English Learners (EL), Economically Disadvantaged Youth, Foster Youth, Students with Disabilities, 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 1

Goal 1: Equitable Academic Outcomes for all students to be College and Career ready upon graduation, including the Career Technical Education pathway completion.

Sub Goal 1: As measured by the California School Dashboard increase the following metrics for all students by 3%: Graduation rate, College to Career Readiness (63.8% [-.8]) - No data available for 2022

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn “meets or exceed” with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

Sub Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway in an effort to increase our CTE completer percentage by 3%.

Identified Need

Increase in the graduation rate.

A decline in College to Career Readiness 63.8% (-.8). Per the California Department of Education College/Career Indicator (CCI) will be reported using Status levels only in 2023. In 2024, the CCI will be reported using Status, Change (the difference from the prior year), and performance colors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	93.9/93.8	95.8%
College/Career	63.8%/No data available for 2022	66.8%
CAASPP English	82% All Students Exceed/Met/80%	85%
CAASPP Mathematics	66% All Students Exceed/Met/60%	69%
NWEA/MAP English Language Arts/Literacy	82% All Students At or Above Grade Level/82%	85%
NWEA/MAP Mathematics	74% All Students At or Above Grade Level/74%	77%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Science Test (CAST)	55.75% All Students Exceed/Met Base Line	58%

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.

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)

0

District Funded
1000-1999: Certificated Personnel Salaries
Teacher position/sections

27000

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)

Source(s)

2000

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

Continue to develop Professional Learning Communities weekly to promote teacher collaboration that increases student achievement.

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 experienced 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

Continue to 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

Implement a new bell schedule for the 2023-2024 school year that provides for increased course selection for all students, and increased teacher collaboration.

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)

[Empty box for 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)

[Empty box for 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

Refine 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)

[Empty box for 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)

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

A-G credit recovery 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)

18000

Source(s)

Other

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

Provide an increased opportunity for underclassmen to enroll in introductory CTE courses.

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)

[Empty input box]

Source(s)

None Specified

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 our efforts to provide funding for the CTE program with incentive grants.

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)

[Empty input box]

Source(s)

None Specified

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Leadership Team - provide pedagogical and data analysis support to certificated staff and professional development.

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)

18000

Source(s)

District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement strategies from the book "Grading for Equity"

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 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher on Special Assignment (TOSA) - works with certificated staff to ensure all students graduate and increase college and career readiness through data analysis, professional development and direct intervention with 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)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Apply for additional funding from the Strong Workforce Program Grant.

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 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to offer academic support classes for general education students and students with special 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)
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Annual Review

SPSA Year Reviewed: 2022-23

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 majority of strategies were implemented as stated. Sub goal 1, 2 and 3 were not achieved. Strategies and activities need more time to be fully developed and implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional development in the area of English Learners, systems approaches towards student learning and department plans did not occur during the 2022.23 school year as intended.

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.

The metrics for CAASPP were changed and the CCI was not provided by the California Department of Education.
 Implement a new bell schedule for the 2023.24 school year that provides for increased course selection for all students, and educator collaboration through the PLC process.
 Implementation of strategies from Grading for Equity.

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: 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 a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by .5%

Sub Goal 2: Increase, as measured by student surveys, e.g. California Healthy Kids Survey by 3% - School Perceived As Very Safe or Safe 68% down from 69% (State average 2017-2019 54%) School Connectedness 56% down from 58% (State average 2017-2019 55%) Academic Motivation 60% down from 63% (State average 2017-2019 72%) Caring Adult Relationships 59% up from 55% (State average 2017-2019 58%)

Sub Goal 3: Increase, as measured by the California Healthy Kids Survey, promotion of parental/guardian involvement 79% down from 80% (State average 2017-2019 44%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

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%/2.2%	2.1%
CHKS	Sense of safety 69%/68%	75%
CHKS	Connectedness for students 58%/56%	69%
CHKS	Caring Adult Relationships 55%/59%	61%
CHKS	Academic Motivation 63%/60%	66%

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 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)

None Specified

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
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

Leadership class activities - 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)

ASB
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

Meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, mental health therapist, and attendance clerk to review 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)

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

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)

	None Specified
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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

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)

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

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 10

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)

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

Increase awareness of services provided through Licensed Mental Health Therapist.

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

Provide professional development to staff in the area of your social-emotional health.

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)

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)

None Specified

Strategy/Activity 14

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)

None Specified

Strategy/Activity 15

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)

None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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 majority of strategies were implemented as stated. Sub goals 1, 2 and 3 were not achieved. Strategies and activities need more time to be fully developed and implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Restorative Approaches was introduced but training was not provided at the level needed for full implementation. Restorative Approaches was practiced by the administration.

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.

Each goal was updated with new information based on data provided by the CHKS. Advisory will not be part of the bell schedule for the 2023.24 school year. Continue to increase awareness of services provided through Licensed Mental Health Therapists. Need to ensure we provide professional development to staff in the area of youth social-emotional health. Need to ensure meetings are held every two weeks with the site School Attendance Review Board (SARB) which is comprised of an administrator, outreach counselor, TOSA, Licensed Mental Health Therapist, and attendance clerk to review attendance data and provide necessary interventions as appropriate. Only one family learning opportunity was provided during the 2022.23 school year. Need to increase these opportunities.

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
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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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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
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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	\$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	\$65,000.00

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 (\$)
District Funded	\$20,000.00
Donations	\$27,000.00
Other	\$18,000.00

Subtotal of state or local funds included for this school: \$65,000.00

Total of federal, state, and/or local funds for this school: \$65,000.00

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
Sam Knox	Secondary Student
Adrienne D'Amico	Classroom Teacher
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
Lisa Ogburn	Classroom Teacher
Alex Morrison	Classroom Teacher
Larry Haggquist	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 May 17, 2022.

Attested:



Principal, Lito M. Garcia on May 9, 2023



SSC Chairperson, Francis Coen on May 9, 2023

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.

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

- 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 Community High School Single Plan for Student Achievement for 2023-2024

DATE: June 1, 2023

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 2023-2024 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), Northwest Evaluation Association (MAP), and information from the California Schools Dashboard. On May 5, 2023, the Site Council approved the SPSA.

INFORMATION:

Goal 1 Equitable Academic Outcomes for all students.

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

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn “meets or exceed” (High/Very High) with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

Strategies to achieve goal 1:

Provide access to College/Career indicators.

Increase matriculation of graduating seniors to community colleges or vocational programs including military service.

100% of PGCHS seniors will complete key components of post-secondary readiness, including a resume FAFSA application (or comparable financial aid application/plan) or vocational education portfolio and Personal Finance course.

Increase the diversity of curriculum across all departments.

Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies.

Continue to refine school-wide plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, and learning objectives.

Increase College Credit Course offerings.

Continue to monitor and support students' community service hours toward graduation
 Provide career pathway learning opportunities through guest speakers and activities.
 Implement school-wide project-based learning.
 After school extended learning opportunities - to remediate and/or extend learning.

ANALYSIS GOAL 1

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Sub Goal 1 - 100% of current seniors graduating - was achieved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Project-based learning implementation was not achieved due to staffing issues.

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.

No changes to the goals. We will seek to fully implement all strategies with fidelity.

Goal 2 Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by 1%

Sub Goal 2: Increase or maintain, as measured by student surveys, e.g. California Healthy Kids Survey (CHKS) by 3% - School Perceived As Very Safe or Safe 100% up from 63% (State average 2017-2019 56%)*, School Connectedness 98% up from 63% (State average 2017-2019 49%), Academic Motivation 75% up from 58% (State average 2017-2019 63%), Caring Adult Relationships 100% up from 79% (State average 2017-2019 57%). *State data is for “non-traditional schools.

Sub Goal 3: Promotion of Parental Involvement 99% up from 57% (State average 2017-2019 48%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

Strategies to achieve Goal 2:

- Promote online confidential reporting form
- Promote “See something say something” culture
- Implement with fidelity Restorative Approaches
- Increase awareness of services provided through Outreach Counselor
- Increase opportunities for students to be involved in a variety of school activities
- Monthly review of attendance data and provide necessary interventions as appropriate
- Develop a survey for parents/guardians to better understand their needs
- Provide a variety of educational workshops for parents/guardians
- Weekly “check-ins” are conducted with students as a whole with the purpose of providing support and learning opportunities
- Reduce language barriers by providing information in a variety of languages
- Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents
- Professional Development for staff in the areas of equity and inclusion
- Continue bi-weekly student family conferences
- Continue student and family annual planning/orientation meeting
- Increase awareness of services provided by Licensed Mental Health Therapist
- Provide professional development to staff in the area of youth social-emotional health

ANALYSIS GOAL 2**Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The majority of strategies were implemented as stated. Student's academic and social-emotional needs were met through the increased presence of our Outreach Counselor and Licensed Mental Health Therapist. Restorative Practices while utilized by staff were not formally introduced as intended. Suspensions while not zero were minimal and there were no repeat offenders.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goals were met or partially met. 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.

We will seek to fully implement all strategies with fidelity.

FISCAL IMPACT:

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

School Year: **2023-24**



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 5, 2023	June 1, 2023

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). PGCHS 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) Pacific Grove Unified School District (PGUSD) Social Emotional Learning (SEL) survey, and all students and families are surveyed informally during the bi-weekly conferences that are held with students and families. In addition, one-to-one meetings were held with each student and a family member prior to the student starting school.

According to the CHKS:

School Perceived As Very Safe or Safe 100% up from 63% (State average 2017-2019 56%)*

School Connectedness 98% up from 63% (State average 2017-2019 49%)

Academic Motivation 75% up from 58% (State average 2017-2019 63%)

Caring Adult Relationships 100% up from 79% (State average 2017-2019 57%)

Promotion of Parental Involvement 99% up from 57% (State average 2017-2019 48%)

*State data is for "non-traditional schools"

According to the PGUSD SEL survey of students, there is a need to support students academically and social-emotionally. According to conversations held with students (one-to-one) and families (bi-weekly), all are generally satisfied with their educational experience and feel supported in working towards their goal of graduation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and Informal classroom observations were conducted by the administrator. Teacher in charge provided continuity (academic and social-emotional) in addition to onboarding a new full time teacher.

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 - student work and points earned (grades). Northwest Evaluation Association (MAP) assessments in English and math. California Assessment of Student Performance and Progress (CAASPP).

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. Points earned (grades) by students weekly are used to monitor student progress. Academic support is provided to students during the school day and offered to students during extended time after school four days a week.

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)

If needed staff has access to programs such as Professional Assistance and Review (PAR) and content coaches. Administration also provides instructional assistance as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The entire staff (administrator, teachers, counselor, licensed mental health therapist and clerical) at PGCHS meets weekly to discuss student progress and instruction/curriculum.

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 requirement.

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, licensed mental health therapist, 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, mental health therapist, 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.

Educational Partner 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 and staff 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.

No resource inequities have been identified for the 2022.23 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	2	1	1
Grade 11	7	3	4
Grade 12	10	9	5
Total Enrollment	19	13	10

Conclusions based on this data:

1. Enrollment has stayed fairly consistent from 2019 to the end of the 2021 school year.
2. Student enrollment by grade has fluctuated slightly from 2019 to the end of the 2021 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	0	1	0	0.00%	7.7%	0.0%
Fluent English Proficient (FEP)	2	2	1	10.50%	15.4%	10.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. There is minimal fluctuation in the number of students identified as English Learners between the 2019 to 2021 school year.
2. No students have reclassified.

School and Student Performance Data

Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	18	15	79	21	0
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education					
Students with Disabilities					

School and Student Performance Data

Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	18	14	78	22	0
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education					
Students with Disabilities					

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11	5		0	*		0	*		0.0		
All Grades	11	5		0	*		0	*		0.0		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Conclusions based on this data:

- No data provided less than 11 students tested in the 2021.22 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11	5		0	*		0	*		0.0		
All Grades	11	5		0	*		0	*		0.0		

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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								
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23						
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

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								
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23						
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23						
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Conclusions based on this data:

- No data provided less than 11 students tested in the 2021.22 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										0	*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Conclusions based on this data:

1. No data provided less than 11 students tested in the 2021.22 school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
13	38.5	7.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pacific Grove Community High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	7.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	5	38.5
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	1	7.7
Filipino		
Hispanic	5	38.5
Two or More Races	1	7.7
Pacific Islander		
White	6	46.2

Conclusions based on this data:

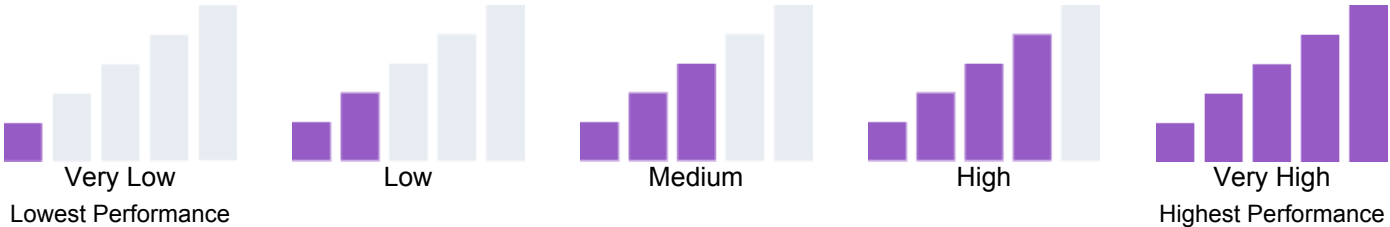
1. Students identified as Socioeconomically Disadvantaged are our largest subcategory of students.
2. Students identified as Hispanic are the largest Race/Ethnicity group outside of the majority group - White.

School and Student Performance Data

Overall Performance

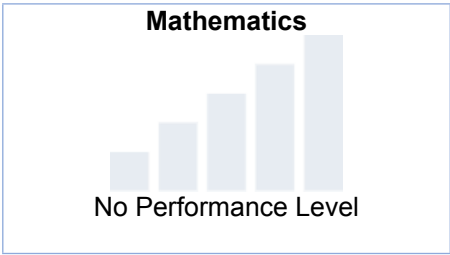
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



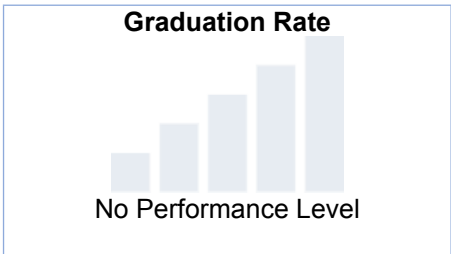
2022 Fall Dashboard Overall Performance for All Students

Academic Performance

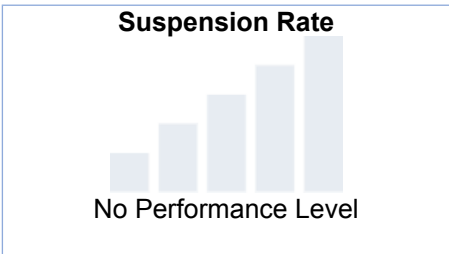


College/Career
Not Reported in 2022

Academic Engagement



Conditions & Climate



Conclusions based on this data:

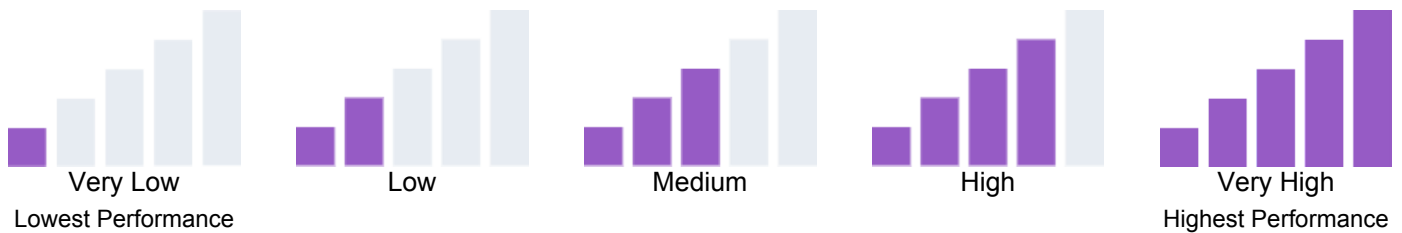
1. Academic Performance - No data provided less than 11 students tested in the 2021.22 school year - CAASPP or ELPAC. NWEA/MAP data shows that no students scored At or Above Grade Level in English Language Arts or Mathematics. Continued academic intervention and support will be provided to all students.
2. Academic Engagement - 100% of 12th grade students graduated in the 2021.22 school year. No data - Less than 11 students were identified with chronic absenteeism.
3. Conditions and Climate - No data - Less than 11 students were suspended.

School and Student Performance Data

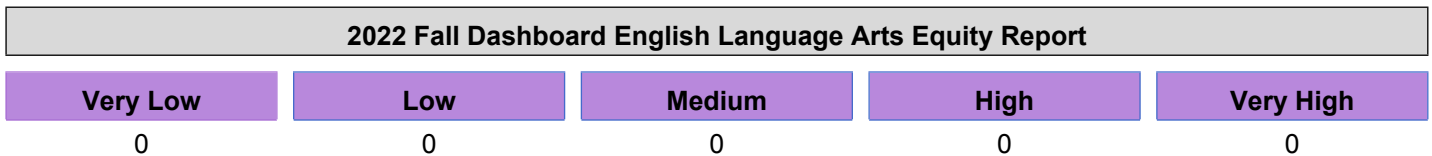
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

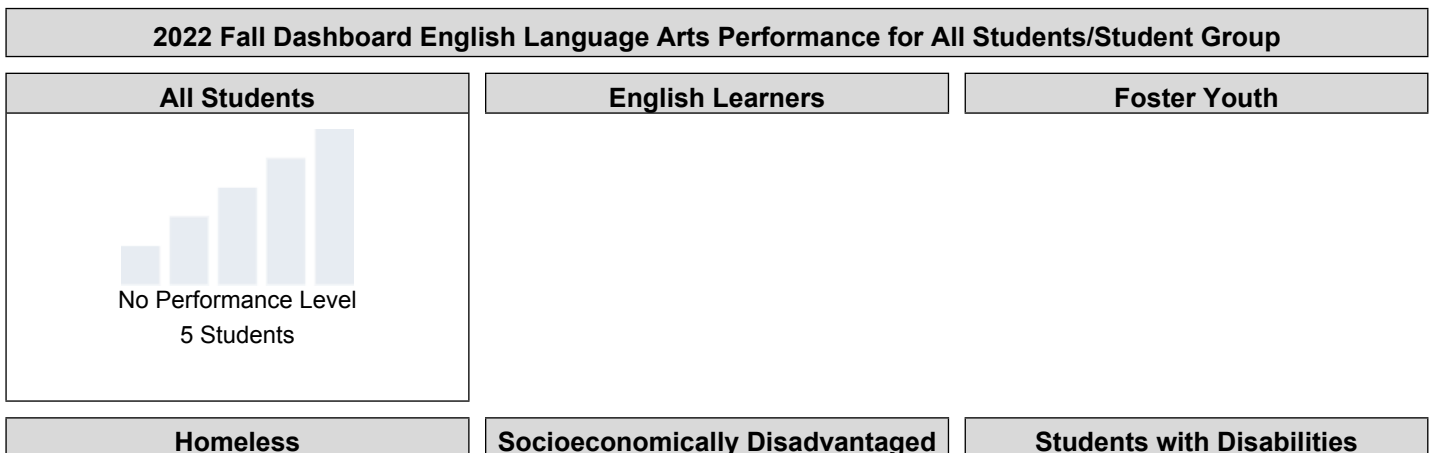
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

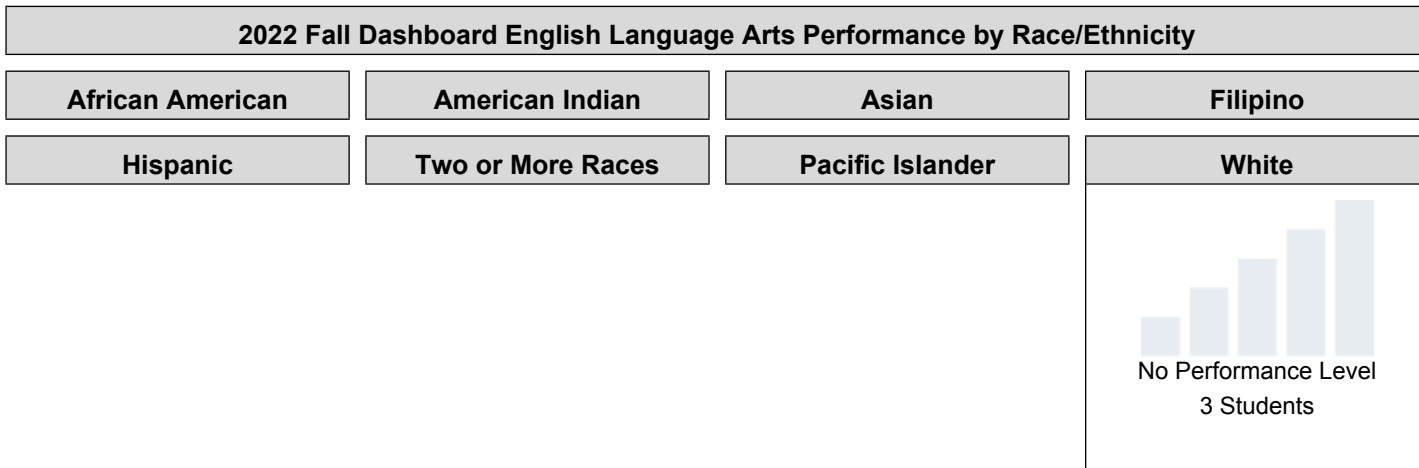


This section provides number of student groups in each level.

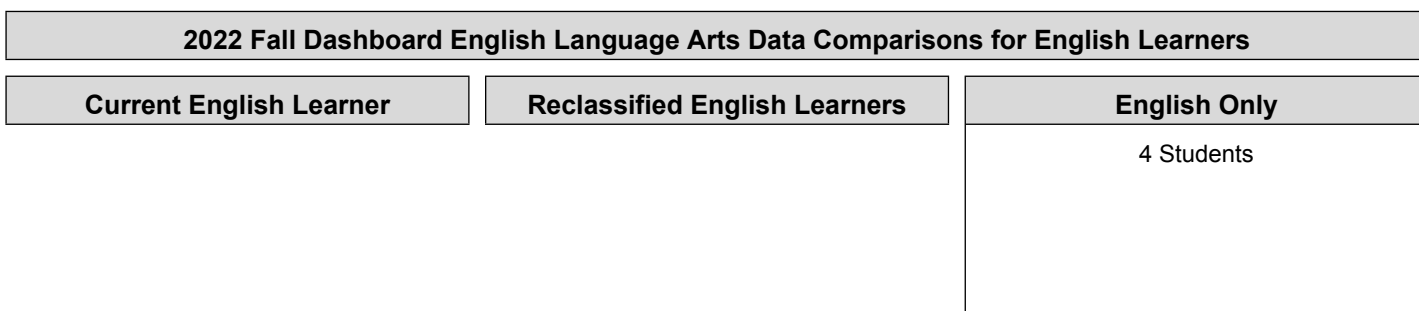


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Conclusions based on this data:

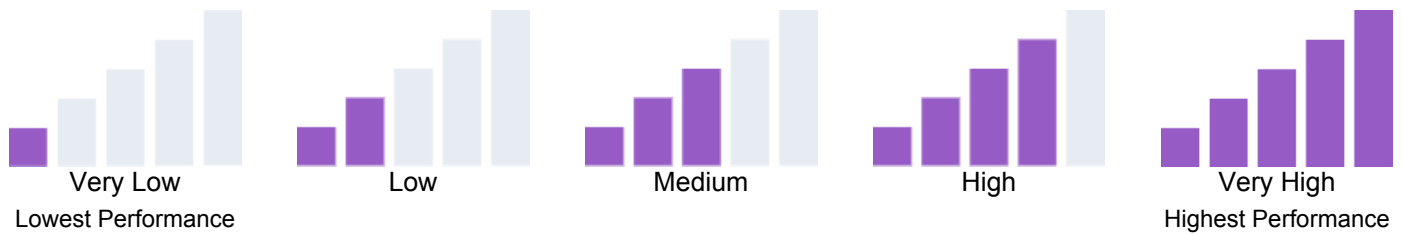
1. No data provided less than 11 students tested in the 2021.22 school year.

School and Student Performance Data

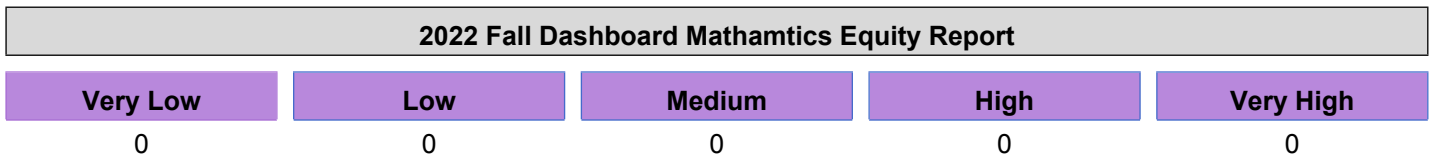
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

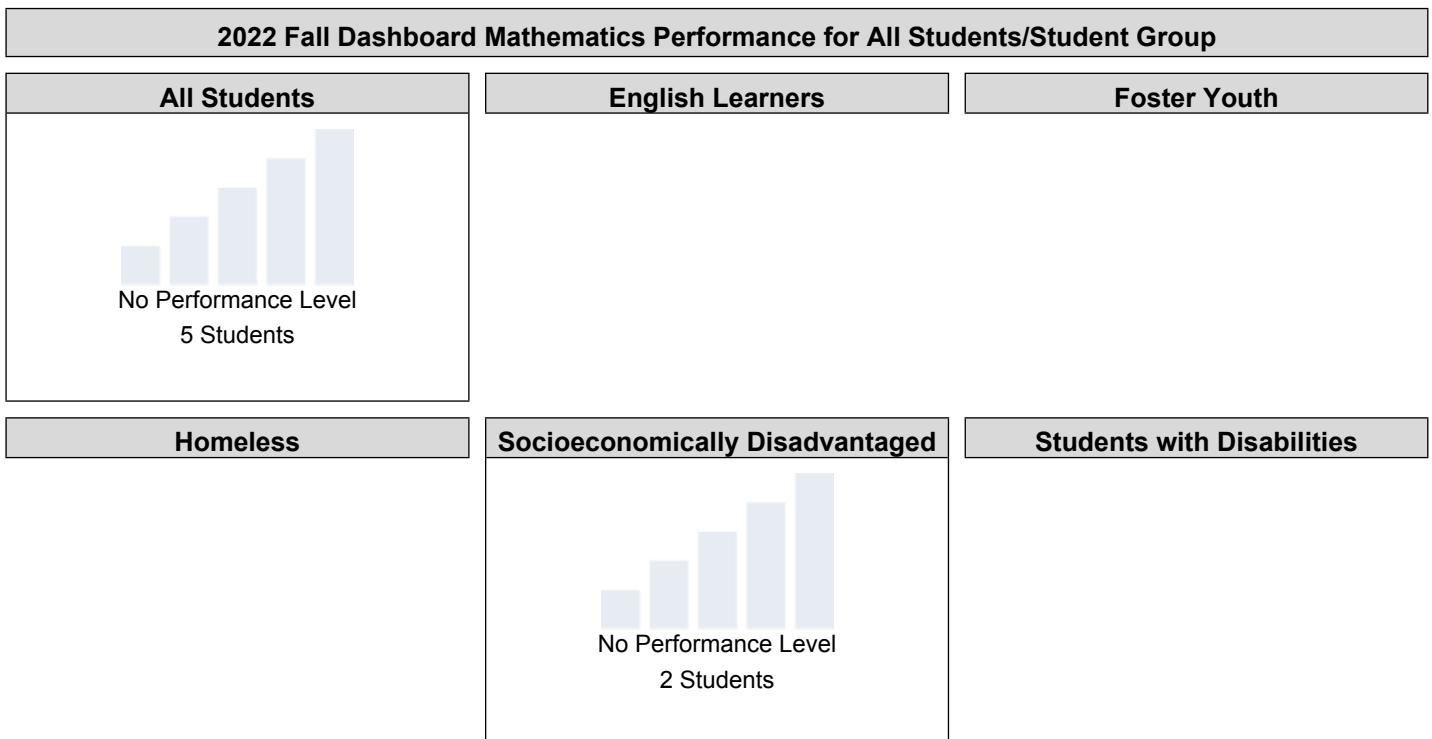
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



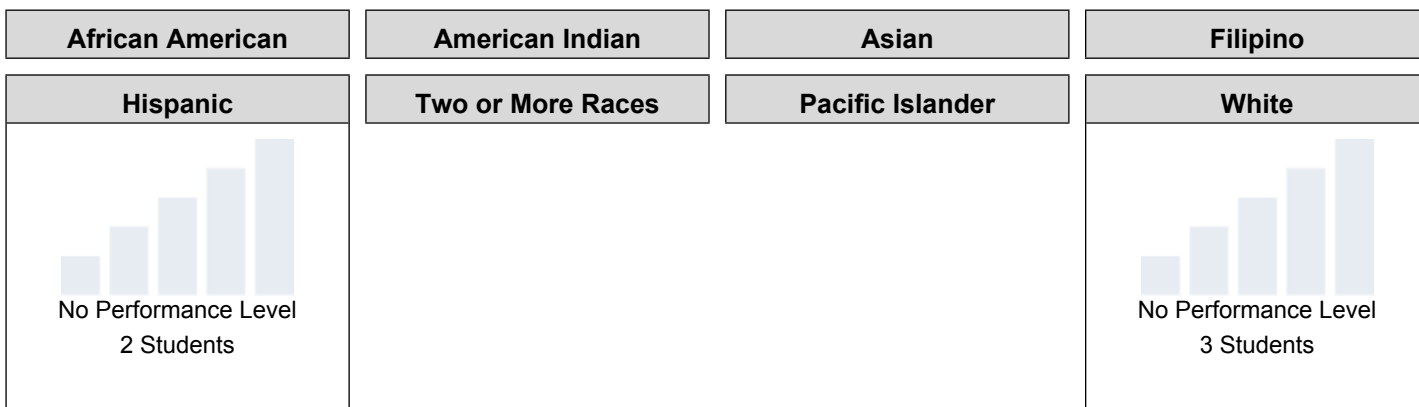
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

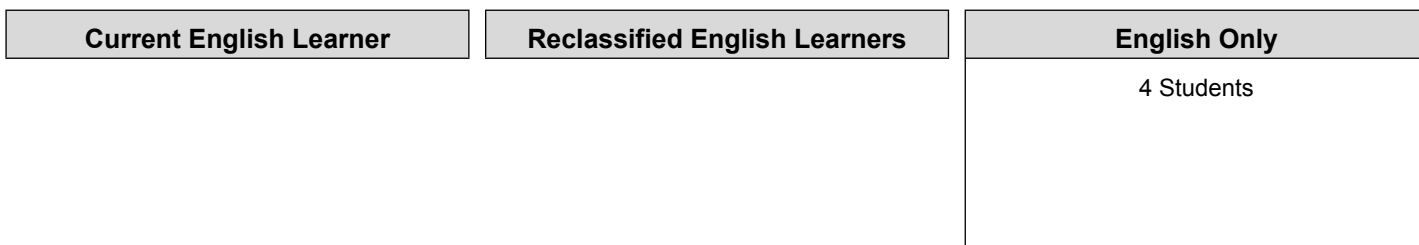


2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners



Conclusions based on this data:

- No data provided less than 11 students tested in the 2021.22 school year.

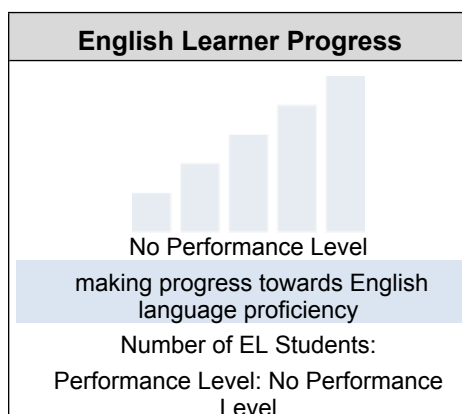
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 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.

2022 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
---------------------------------	---	--------------------------------	---

Conclusions based on this data:

- No data provided less than 11 students tested in the 2021.22 school year.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

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

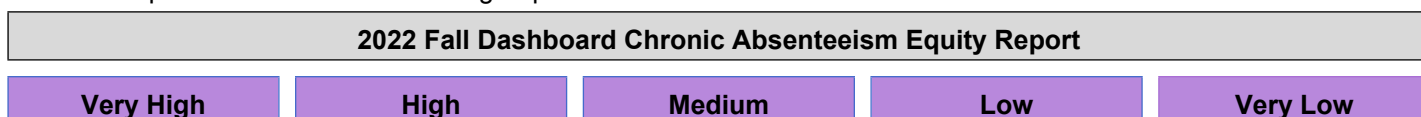
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

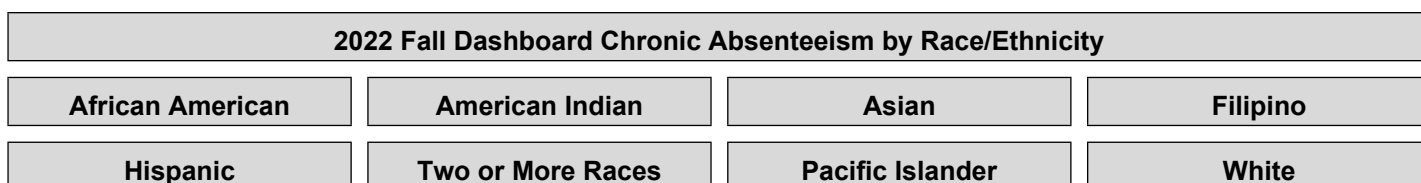
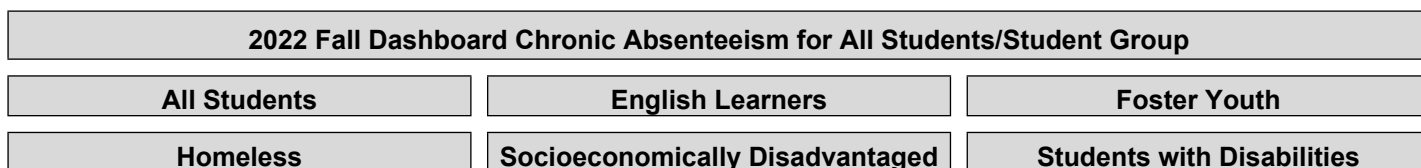
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.



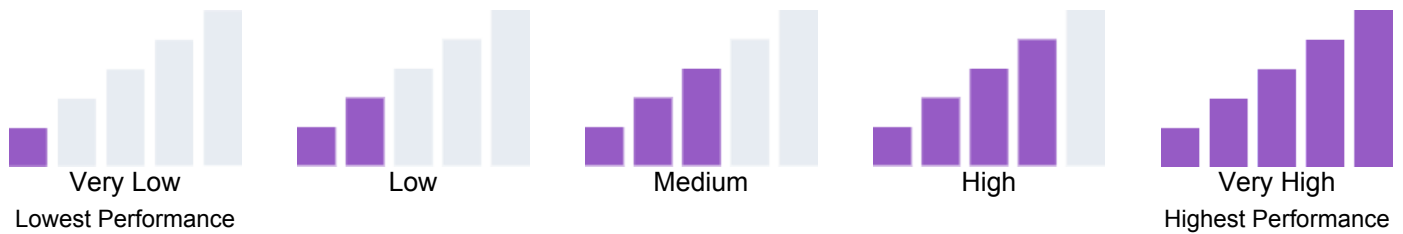
Conclusions based on this data:

- No data provided less than 11 students.

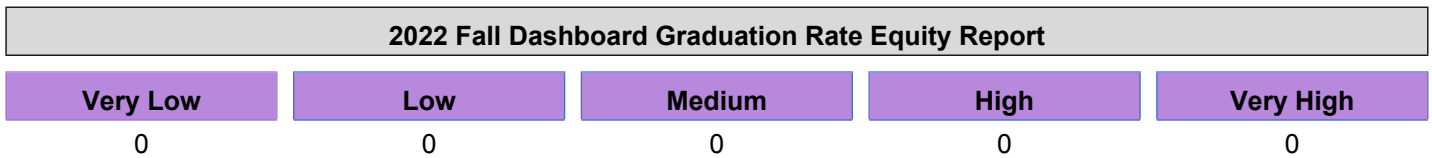
School and Student Performance Data

Academic Engagement Graduation Rate

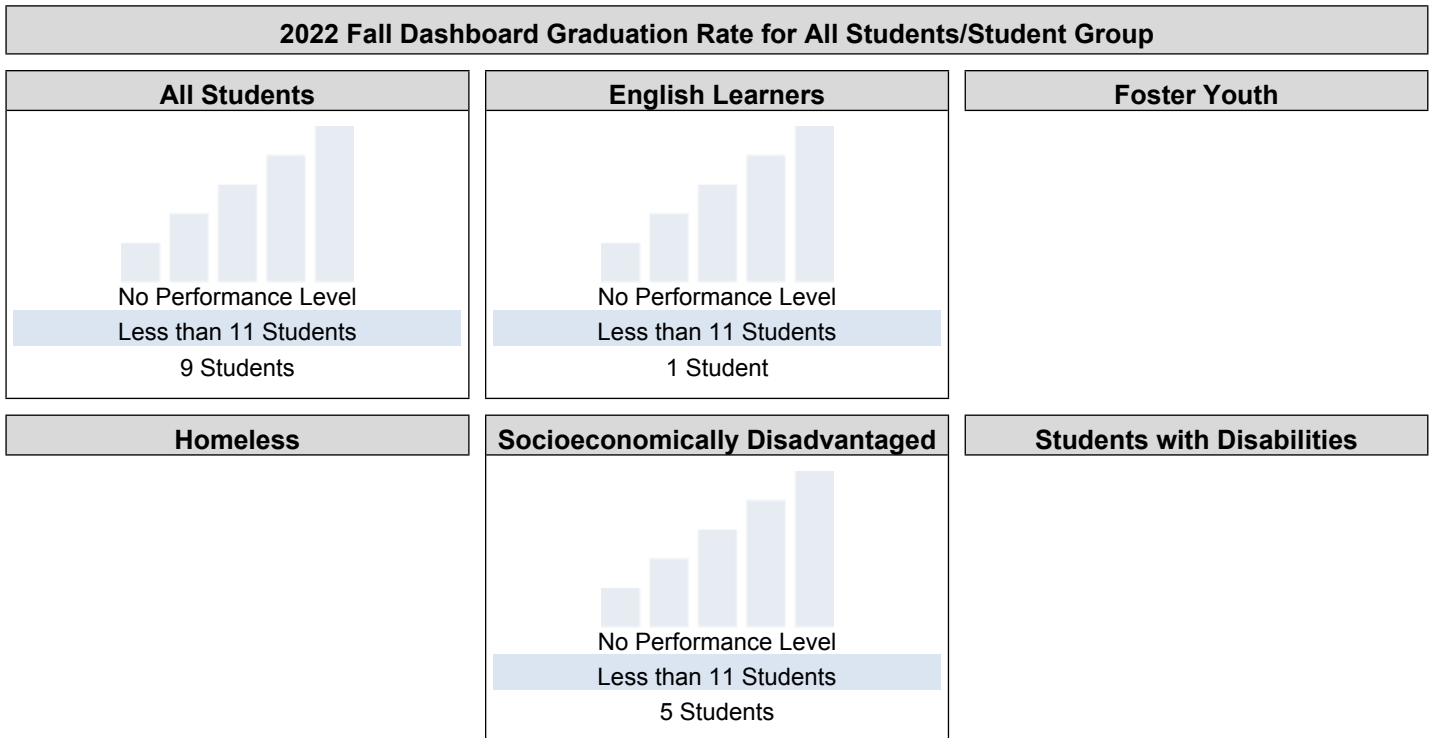
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



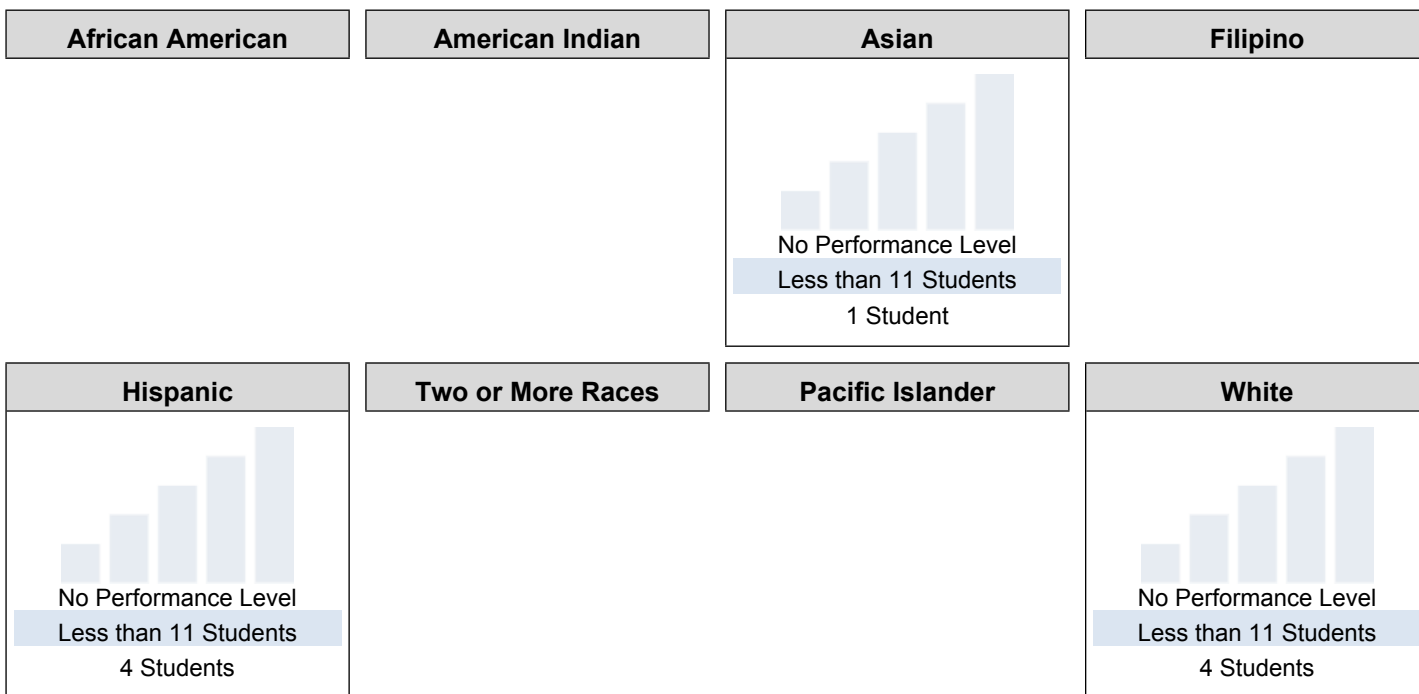
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

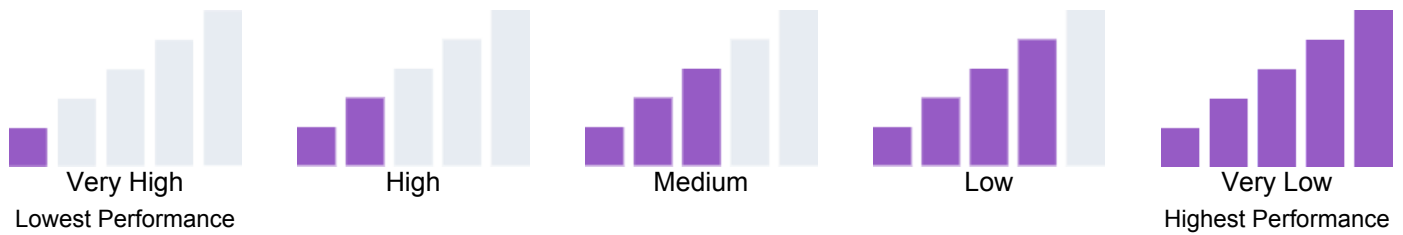
1. No data provided in student groups and race/ethnicity less than 11 students.
2. Data from the California School Dashboard does indicate 100% of students eligible to graduate in 2021.22 did graduate.

School and Student Performance Data

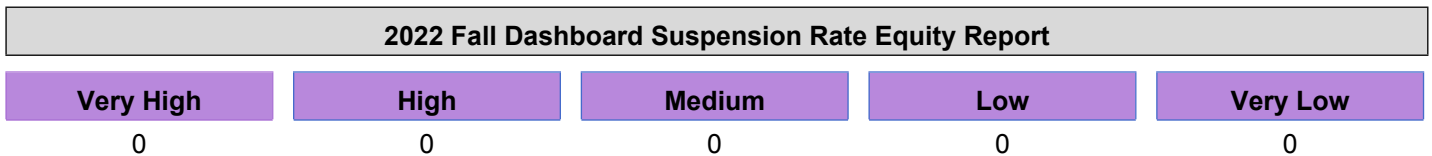
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

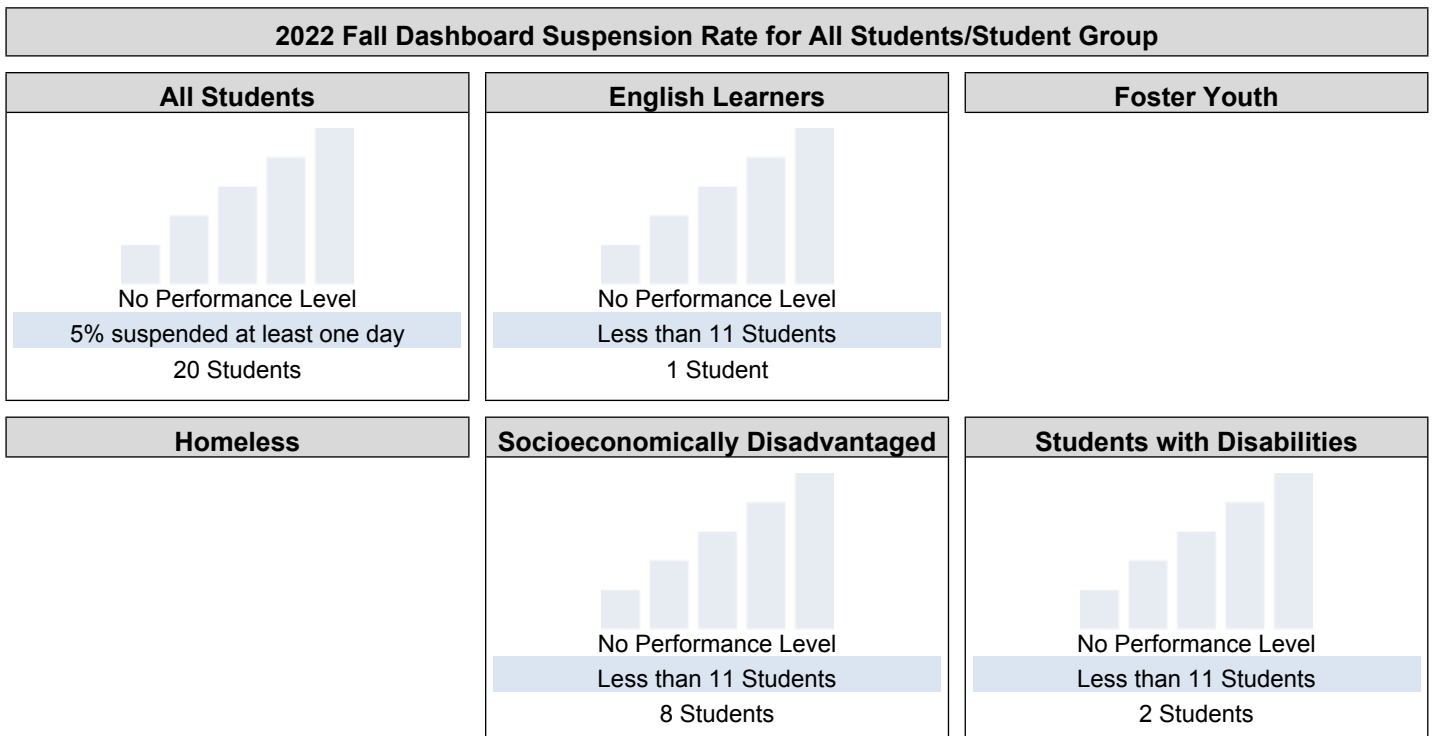
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



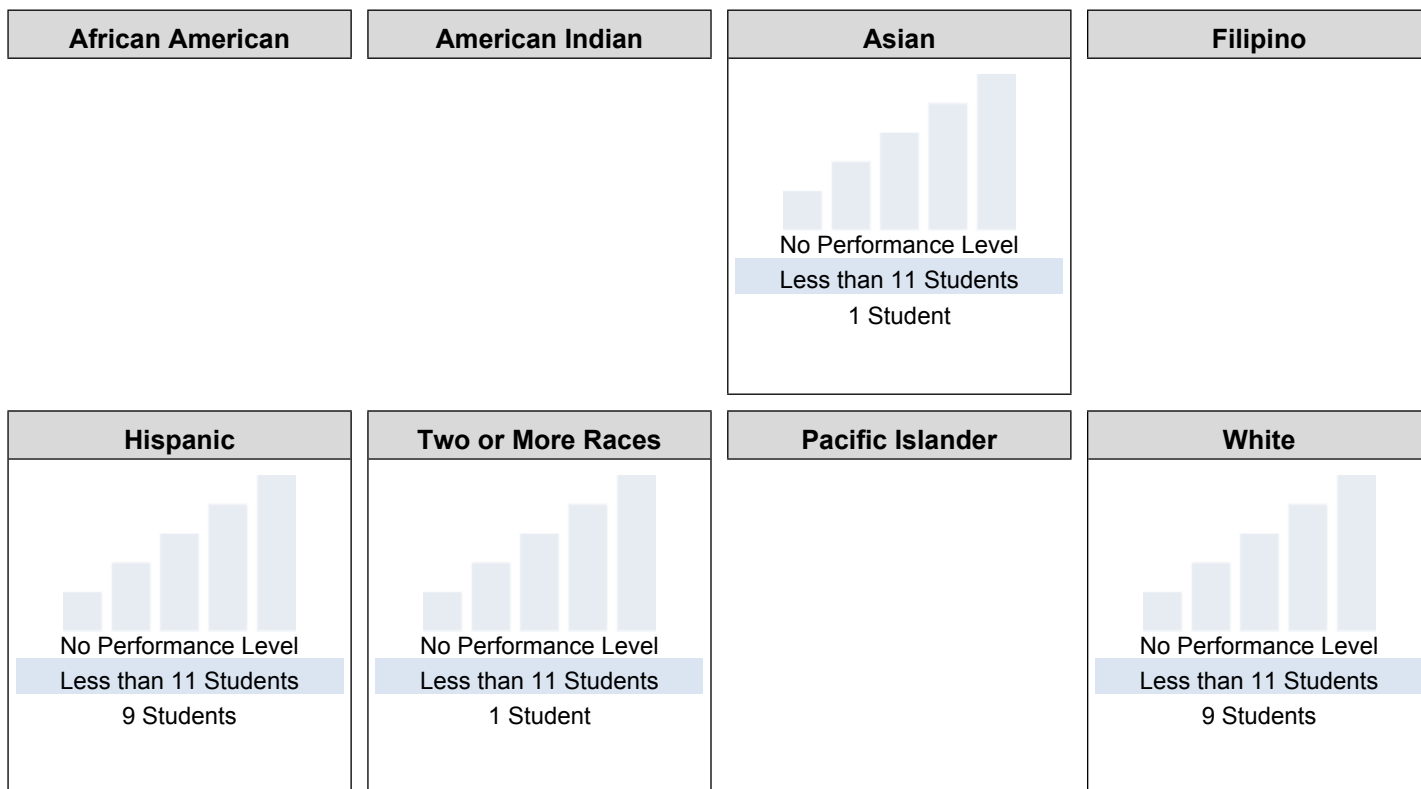
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. No data provided less than 11 students suspended in the 2021.22 school year. Number of actual suspensions in the 2021.22 school year were minimal.

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 ready and/or complete a career technical education pathway.

Goal 3 - All English Learners (EL), Economically Disadvantaged Youth, Foster Youth, Students with Disabilities, 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 1

Equitable Academic Outcomes for all students.

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

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn "meets or exceed" (High/Very High) with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx.

Identified Need

Increase English Language Arts and mathematics skills across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	100%	100%
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 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)

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

Increase matriculation of graduating seniors to community colleges or vocational programs, including military service.

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
0001-0999: Unrestricted: Locally Defined
Field trips to area colleges.

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

100% of PGCHS seniors will complete key components of post-secondary readiness, including a resume, a FAFSA application (or comparable financial aid application/plan), or vocational education portfolio and a Personal Finance course.

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 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.

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

Continue to refine school wide plans- 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

Continue 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)

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

After school extended learning opportunities - to remediate and/or extend 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)

Annual Review

SPSA Year Reviewed: 2022-23

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 majority of strategies were implemented as stated. Sub goal 1 - 100% of current seniors graduating - was achieved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Project based learning implementation was not achieved.

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.

No changes to the goals. We will seek to fully implement all strategies with fidelity.

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: 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 a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by 1%

Sub Goal 2: Increase or maintain, as measured by student surveys, e.g. California Healthy Kids Survey (CHKS) by 3% - School Perceived As Very Safe or Safe 100% up from 63% (State average 2017-2019 56%)*, School Connectedness 98% up from 63% (State average 2017-2019 49%), Academic Motivation 75% up from 58% (State average 2017-2019 63%), Caring Adult Relationships 100% up from 79% (State average 2017-2019 57%). *State data is for "non-traditional schools.

Sub Goal 3: Promotion of Parental Involvement 99% up from 57% (State average 2017-2019 48%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

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
CHKS	School Perceived As Very Safe or Safe 100%	66%
CHKS	School Connectedness 98%	66%
CHKS	Academic Motivation 75%	61%
CHKS	Caring Adult Relationships 100%	82%
CHKS	Promotion of Parental Involvement 99%	60%

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 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

Weekly "check-ins" conducted with students as a whole with the purpose of providing support and learning opportunities.

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

Continue 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)

Strategy/Activity 15

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 provide by Licensed Mental Health Therapist.

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 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development to staff in the area of youth social-emotional health.

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: 2022-23

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 majority of strategies were implemented as stated. Student's academic and social-emotional needs were met through the increased presence of our Outreach Counselor and Licensed Mental Health Therapist. Restorative Practices while utilized by staff were not formally introduced as intended. Suspensions while not zero were minimal and there were no repeat offenders.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goals were met or partially met. 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.

We will seek to fully implement all strategies with fidelity.

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Lito M. Garcia	Principal
Sheri Deeter	Classroom Teacher
Mansour Abdur-Rahim	Classroom Teacher
Luciana Morgan	Other School Staff
Donna Ferraro	Parent or Community Member
Stacey Sarenity	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 5/23/2022.

Attested:



Principal, Lito M. Garcia on May 5, 2023



SSC Chairperson, Donna Ferraro on May 5, 2023

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.

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

- 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 Jose Del Rio for 2023-2024 School Year

DATE: June 1, 2023

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the Contract for Services with Jose Del Rio

BACKGROUND:

This is for Jose Del Rio – athletic trainer. He has been our trainer for the past five years.

INFORMATION:

Jose Del Rio’s contract is for the 2023-24 school year. Beginning August 2023- May 2024. Invoices will be collected before payment will be issued.

FISCAL IMPACT:

District Funded through Athletics at the rate of \$20,085.00 to be paid out at \$2,008.50 per month for 10 months.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT**

CONSULTANT Jose Del Rio

SITE/DEPARTMENT Pacific Grove High School

SUBMITTED BY Lito M Garcia, Principal

FUNDING SOURCE 01-0000-0-1176-4200-5800-00-006-8000-0720

AGREEMENT TOTAL AMOUNT \$20,085

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

- 1. Provide only the Pacific Grove Unified School District’s approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
- 2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
- 3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services (“Agreement”) is made between the Pacific Grove Unified School District (“District”) and Jose Del Rio (“Consultant”) (together, “Parties”).

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;
NOW, THEREFORE, the Parties agree as follows:

- 1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference (“Services” or “Work”): Consultant shall serve as a Athletic Trainer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: treating minor athletic injuries.
- 2. **Term.** Consultant shall commence providing services under this Agreement on August 1, 2023 . and will diligently perform as required and complete performance by June 1, 2024 . .
- 3. **Compensation.** District agrees to pay \$20,085 (\$2008.50 per month) to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$20,085 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
 - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
 - 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
 - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. Material violation of this Agreement by the Consultant; or
 - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure

the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

Consultant

Pacific Grove Unified School District
 435 Hillcrest Avenue
 Pacific Grove, CA 93950
 ATTENTION: Joshua Jorn
 Assistant Superintendent/CBO

Name: Jose Del Rio
 Address: 237 Montecito Ave, Apt 11
 City/State/Zip: Monterey/CA/93940
 Business Phone: 562-215-2667
 Email (Optional): delri105@gmail.chapman.edu

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - XDOJ Clearance Previously Received by District
 - Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
 - No direct contact or interaction with students

23. **W-9.** Consultant has provided a completed:
XW-9 Form

24. **Type of Business Entity:**

- Corporation, State
- X Individual
- Partnership
- Limited Liability Company
- Sole Proprietorship
- Limited Partnership
- Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District
Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Consultant
(Can sign BEFORE Board's approval)

Signature: _____
Name: [Manager]
Title: [Title]
Date: _____

Signature: _____
Name: _____
Date: _____

Human Resources
(Signed AFTER Board approval)

Contracted work was not assigned using District's normal employment recruitment process.
Signature _____ Date _____
Director of Human Resources

- | | |
|--|---|
| <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: Adoption of the *National Geographic/Cengage U.S. History Through the Lens* Textbook for Pacific Grove High School U.S. History, grade 11,

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Buck Roggeman, Director of Curriculum and Special Projects

RECOMMENDATION:

The District Administration recommends the Board review and adopt the Pacific Grove High School U.S. History textbook *U.S. History Through the Lens (2019)* to be used in grade 11.

BACKGROUND:

Pacific Grove High School is currently using Glencoe’s *American Vision (2010)*. This textbook was purchased more than 10 years ago and is not a California standards based textbook. To update our curriculum and provide a more modern perspective, the Pacific Grove High School social sciences department identified U.S. History as a priority for a textbook purchase.

INFORMATION:

All the work of our district and the curriculum department prioritizes a focus on equity as we seek to provide a diverse experience for students, so all pupils will have a positive, safe, and stimulating experience in our schools. The social science department chose *U.S. History Through the Lens (2019)* because the textbook embodies those ideals while adhering to the California State Standards for U.S. History. Other texts considered by the PGHS social science department were an updated version of the current text *American Visions* by Glencoe, *United States History* by McGraw Hill, and *American History Reconstruction to the Present* by Houghton Mifflin Harcourt. The department met multiple times during department meetings to discuss the strengths and weaknesses of each book. All department members provided input and participated in the process.

U.S. History Through the Lens was chosen over the other programs for several reasons.

- The organization of the material was superior to the other textbooks with easy to access content that reached a sufficient depth of complexity.
- The text is visually appealing in terms of photographs, layout, and special sections.
- The textbook is organized to align with the California State Standards.
- The program contains strong supplementary materials to assist with differentiation and increasing access for a broad range of learners.

This textbook will represent an improvement over the current book because it is better organized to align with the California State Standards, and the book is better suited for 21st century students (readable, powerful visuals, strong review materials, and vast supplementary components). There is a Spanish

edition of the book, and the online program includes reading supports (text to speech, reading level adjustments) to support all learners.

More information about *U.S. History Through the Lens* is available in the overview information that follows this page in the board packet.

Student Resources

- *U.S. History Through the Lens* student textbook
- Online access to student text and support materials for six years
- Spanish edition of the textbook.

Teacher Resources

- *U.S. History Through the Lens* teacher's edition
- Online access to supplemental teaching materials for six years

FISCAL IMPACT:

The cost of adopting these instructional materials is \$17,565 to be paid out of the curriculum department's 2023-2024 instructional materials account. This expenditure will cover six years of implementation.

U.S. HISTORY

America Through the Lens

1877 to the Present



Empowering Students to Identify as Global Citizens

With currency and relevance at the forefront, National Geographic U.S. History *America Through the Lens* views history as the study of identity, connecting the physical environment and historical events to students' lives and fostering empathy for diverse peoples, cultures, and ideas. Authentic National Geographic content brings history to life.



A comparative timeline at the beginning of each unit places events in U.S. history alongside events in world history.

Comparative Timeline, 1877 to the Present, pp. 96-97

History is contextualized and presented with a global perspective.

Armed with empathy for the world's peoples and their cultures, students are empowered to experience their unique place in history and apply their own strengths as global citizens.



A GLOBAL PERSPECTIVE Today, farmers' cooperatives, like those that arose in the late 1800s in the United States, have been established in countries all over the world. In this photo, African farmers belonging to the Orinde Farmers' Cooperative Society in Kenya sort coffee beans on a drying bed. About 700,000 small-scale farmers belong to more than 500 cooperatives in Kenya. These agricultural cooperatives help create jobs and provide training and financial help for members.

To help resolve their economic grievances, farmers in local **granges**, or lodges within an alliance, banded together and formed **cooperatives**. **Cooperatives** are organizations run and funded by their members. Each farmer contributed funds into a pool of money, which the cooperative then used to buy seeds and equipment. The larger the order for goods or services, the easier it was to negotiate a good price. The cooperatives also demanded lower shipping and storage rates from railroads and loans at lower interest rates from banks.

One of the most significant problems farmers faced was selling crops at harvest time when there was an overabundance of agricultural products. As you've learned, this overabundance kept the prices of the goods low. To address this problem, Charles Macune came up with the **subtreasury system**, whereby the government set up storage sites, or **subtreasuries**, in urban centers. When a farmer deposited a crop in the silo, the government would loan the farmer a percentage of the crop's value to buy new seeds for the next season at a low interest rate. In 1889, Macune presented his system at a conference

in St. Louis. However, some politicians questioned the constitutionality of having the government lend money to private citizens and refused to support Macune's plan. It was never put into practice.

African-American farmers, who were banned from joining the mostly white Farmers' Alliances, formed the **Colored Farmers' National Alliance** in 1896. At its peak, about 250,000 African-American farmers belonged to the alliance. However, in 1891, the Colored Alliance went on strike, refusing to pick cotton unless landowners increased their wages. Ben Patterson of Arkansas organized the strike, which resulted in the lynching of 15 strikers, including Patterson himself. After that incident, the Colored Alliance soon dissolved.

THE POPLIST PARTY
In time, the Farmers' Alliances began to push their ideas forward more forcefully on the political stage. But they wanted an alternative to the Republican and Democratic parties, both of which they believed had failed to support their interests. In 1892, Alliance leaders formed a third political party, known as the

People's Party or the Populist Party. Populists are the belief that ordinary people should control government rather than a small group of wealthy, elite politicians. Populists called for a government that would serve "the plain people." While the populists' political platform promoted subsidies and called for regulations against businesses that charged farmers unreasonable rates for storage and shipping, it also supported workers' rights, specifically an eight-hour workday. A woman named Mary Elizabeth Lease became a powerful advocate for the Populist Party. Lease had gained prominence when she joined Kansas farmers in a revolt against high mortgage rates and raised shipping costs, declaring that farmers should "raise less corn and more hell."

Although the farmers of the South and the West grew different crops and had different cultures, they had common concerns. For a time, they joined together in the Populist Party. The populists' most well-known concern revolved around the issue of silver coinage. At the time, American currency was backed by gold. The **gold standard** required the U.S. government to only print an amount of money equal to the total value of its gold reserves. Strictly following the gold standard kept a limited amount of currency in circulation, which, in turn, kept the economy from growing, even though the nation's population was rapidly expanding. The only way the United States could distribute more money was to obtain more gold. The limited number of dollars in circulation affected the value of each one. Farmers found they had to work harder to maintain the same level of income. As a result, they looked for ways to inflate the currency—that is, put more dollars into circulation—and help lift themselves out of debt.

With an abundant supply of silver from mines in the West, the Populist Party supported the **free silver movement**. According to the plan proposed, anyone holding silver could have it melted into U.S. coins for a small fee, and the coins could then be placed into circulation, introducing free silver with the existing currency would increase the money supply and inflate prices substantially. In 1896, the Democratic nominee for president, **William Jennings Bryan**, supported the free silver platform. The Republican nominee, **William McKinley**, was for the gold standard. Although the populists had united farmers in the South and the West throughout the early 1890s, farmers threw their support behind the Democrats. When the Populist Party as a whole supported Bryan, its members joined the Democratic Party. The Populist Party came to an end.

PRIMARY SOURCE
At the Democratic Convention in 1896, William Jennings Bryan gave a fiery speech in support of free silver that came to be known as the "Cross of Gold" speech. In this excerpt from the speech, Bryan compares the gold standard to the crown of thorns Christians believe was placed on Jesus' head before he was crucified.

If they dare to come out in the open field and defend the gold standard as a good thing, we shall fight them to the uttermost, having behind us the producing masses of the nation and the world. Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not pass down upon the back of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

—from William Jennings Bryan's "Cross of Gold" speech, 1896

As it turned out, Bryan lost the 1896 election because of his free silver platform. Unlike farmers in other regions, those in the Northeast didn't pay high prices to warehouse their crops. Northeastern farmers lived near urban centers and shipped their crops short distances. Thus, these farmers did not support Bryan's economic ideas. Neither did the richest people in the nation. Proponents of free silver faced strong opposition from railroads, banks, and business owners who had almost all of the nation's wealth and who feared their interest rates would fall substantially with Bryan as president. The Republicans also convinced voters to turn against Bryan by tanning their hats that free silver would lead to inflation. As a result, McKinley won the presidential election, and the gold standard remained in place until 1933.



A GLOBAL PERSPECTIVE Today, farmers' cooperatives, like those that arose in the late 1800s in the United States, have been established in countries all over the world. In this photo, African farmers belonging to the Orinde Farmers' Cooperative Society in Kenya sort coffee beans on a drying bed. About 700,000 small-scale farmers belong to more than 500 cooperatives in Kenya. These agricultural cooperatives help create jobs and provide training and financial help for members.

Approaching Learning through Inquiry

National Geographic U.S. History *America Through the Lens* places students at the center of their learning by empowering them to create a plan, collaborate with others, and emerge with a solution that can be articulated and shared.



Each chapter opens with a two-page image and a quotation that invite the student to engage in historical thinking.

Critical Viewing and Historical Thinking questions focus on text evidence and build analytical skills required for historical reasoning.

Chapter 5 Introduction, 1877 to the Present, pp. 98-99

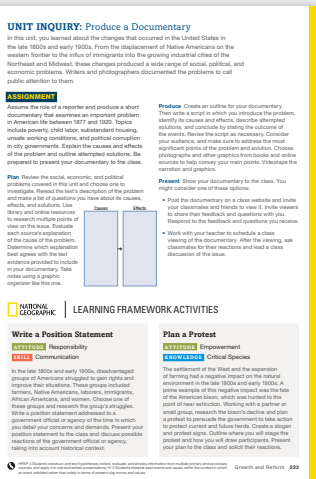
Exercises in the **History Notebook** provide additional opportunities to engage in inquiry.

Unit Inquiry Projects guide students to gather text evidence, synthesize a response, and present their results.

Document-Based Questions are found throughout the program.



National Geographic Connection, p. 222; Unit Inquiry Project, p. 223



Document-Based Question, 1877 to the Present, pp. 194-195

Providing Universal Access

National Geographic U.S. History *America Through the Lens* meets the rigor of the California standards for grade 11 while making U.S. history accessible for all students. Breadth of content paired with key topics creates opportunities for deep exploration and engagement. Lesson variety and multiple entry points into content accommodate all learners.

Two-page and four-page lessons

U.S. history lessons are approachable and compelling. Highlighted vocabulary words and infographics draw students to key concepts.

Audio Option

Students can listen to the text and follow along.


1.1 MAIN IDEA During the 1870s and 1880s, the United States experienced a second Industrial Revolution distinguished by rapid industrialization and the development of the railroad, steel, and oil industries.

RAILROADS, STEEL, AND OIL

Being able to transport goods and people from coast to coast became a reality in the 1860s with the opening of the transcontinental railroad. This monumental achievement led to an explosion of business and technological innovations.

AN EXPANDING NATION
The invention of the steam engine and the cotton gin in the late 18th century sparked the first industrial revolution in the United States. Technological advances and the growth of railroad transportation brought about a second Industrial Revolution in the second half of the 19th century.

In 1862, two railroad companies began work on the nation's first transcontinental railroad, intent on making it easier to travel and move goods from the East Coast to the West Coast. The work crews of the Central Pacific, including thousands of Chinese immigrants, built eastward from California, and Union Pacific crews built westward from Nebraska. They blasted tunnels through mountains, constructed bridges over rivers, and laid 1,716 miles of track before connecting the railroad lines in Utah in 1869. The transcontinental railroad enabled overland commerce from coast to coast, accelerating industrialization and affecting every aspect of American society.



Over the next 25 years, the country added four more transcontinental rail lines, and railroad companies employed tens of thousands of employees. Goods such as coal and industrial machinery moved from one part of the country to another on a nationwide network of railroads. Special railroad cars transported food and livestock. Railroads became the nation's first big business.

CONSOLIDATING POWER
Entrepreneurs, or people who accept risk in starting a business, found that they could pool capital with partners to create security. As workers built the railroads, businessmen built **corporations**, or companies or groups of people that invest in a business and then share its profits. The many investors that make up a corporation provide access to large amounts of capital. Such access is useful, and even necessary, for large industries. Large corporations were able to accumulate cash reserves, enabling them to weather a **depression** that began in the 1870s, as well as several **recessions** in the 1880s. A depression is a severe and long-term economic decline in which many businesses fail, industrial output is reduced, and unemployment is high. A recession, often part of a normal business cycle, is a shorter-lasting downturn.

While some business owners were largely immune to economic fluctuations, downturns affected workers substantially. As corporations hired more and more people, when the economy faltered, more workers lost their jobs. The perceived economic progress of the late 19th century was repeatedly disrupted by prolonged periods of decline as the country suffered a number of economic recessions during the intense boom-and-bust cycles.

Entrepreneurs generated levels of wealth not imagined before, even in spite of economic ups and downs. People began to question the practices of industry executives and owners. For example, railroad owners **Cornelius Vanderbilt** and **Jay Gould** had reputations for treating competitors ruthlessly. Their behavior earned them the negative description of "**robber barons**," or businessmen who sought to buy out their competitors and who conspired to set prices, enriching themselves, but often violating state laws. Such practices eventually enabled larger railroad companies to consolidate and control even more of the railroad business, forming the nation's first industrial giant.

In response, states set up commissions, or agencies composed of experts, to investigate the railroads' practices and settle issues of rates, finance, and

service. Railroads rejected such oversight, and in the mid-1870s, the Illinois commission was challenged in the Supreme Court case *Munn v. Illinois* by a grain warehouse. The firm argued that it could set its own storage and railroad rates. Regulations that varied from state to state violated its 14th Amendment right to equal protection. But the court upheld the right of a state to regulate private industries that affect public interest and all railroads. In 1887, Congress passed the **Interstate Commerce Act**, establishing a commission to investigate complaints and sue companies that violated its regulations.

CARNEGIE'S EMPIRE
As the railroad industry grew, it created a demand for more steel for railroad tracks and train parts. As a result, the steel industry vastly increased its production between 1877 and 1890 alone. The main technology for steel production was the **Bessemer process**. In this process, workers forced air through molten pig iron to remove impurities. Doing this first made the process of adding carbon to transform the iron into steel cheaper and more efficient.

Andrew Carnegie became the dominant figure in the steel industry. To build his empire, Carnegie adopted the strategy used by **Gustavus Swift** in the meatpacking industry: **vertical integration**, or the control of all phases of production from start to finish. Carnegie purchased the mines to gather raw materials, bought boats and railroads to transport materials, built and controlled the steel mills, and developed a sales force to sell his products. By employing vertical integration, Carnegie maximized profits by not having to pay outside companies.

In dealing with his competition, Carnegie employed **horizontal integration**, which means he purchased other companies to reduce the number of competitors. Carnegie's use of horizontal integration allowed him to come close to achieving a **monopoly**, or exclusive control over the steel industry.

Carnegie believed the ability to create wealth came naturally for some people because the natural order of society determined that some people would be wealthy while others would be resigned to poverty. His assumptions derived from a misapplication of Charles Darwin's theory of evolution, which states, in part, that the fittest animals and plants survive to reproduce and pass on their genes, while the less fit die off. British writer **Herbert Spencer** applied Darwin's theory to human society in a new philosophy. According to the ideas of **Social Darwinism**, wealthy individuals, who represented the fittest of humans, were destined to survive and succeed.

138 CHAPTER 6

11.2 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel and...
Illustration of William Goussier. Getty Images, Design 1, iStockphoto

Industrial America 139

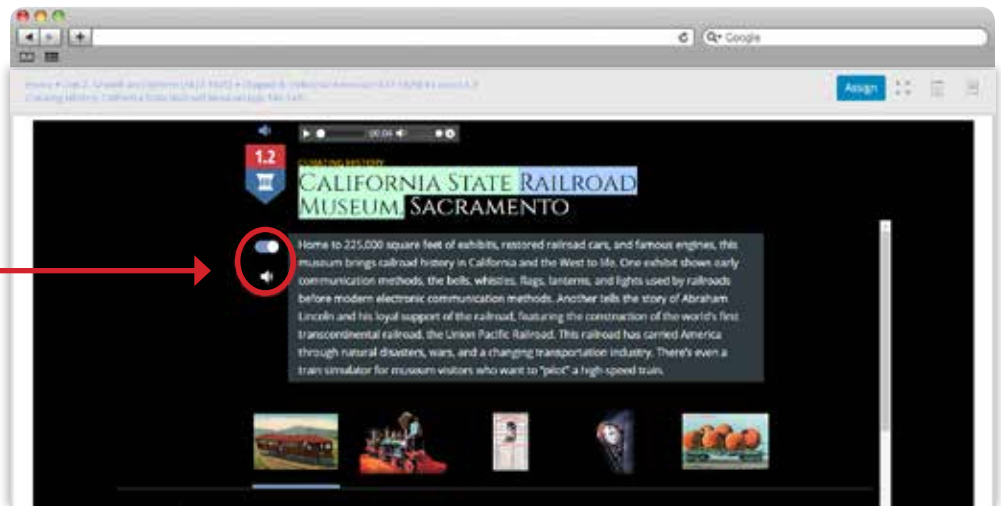


"Railroads, Steel, and Oil," 1877 to the Present, pp. 138-139

Modified Text

Modified Text provides access for striving readers with the same content at two levels.

Toggle on and off to control Modified Text.



Offering Rich Instructional Resources

Bundles of digital and print materials provide the flexibility that teachers need in today's classroom.

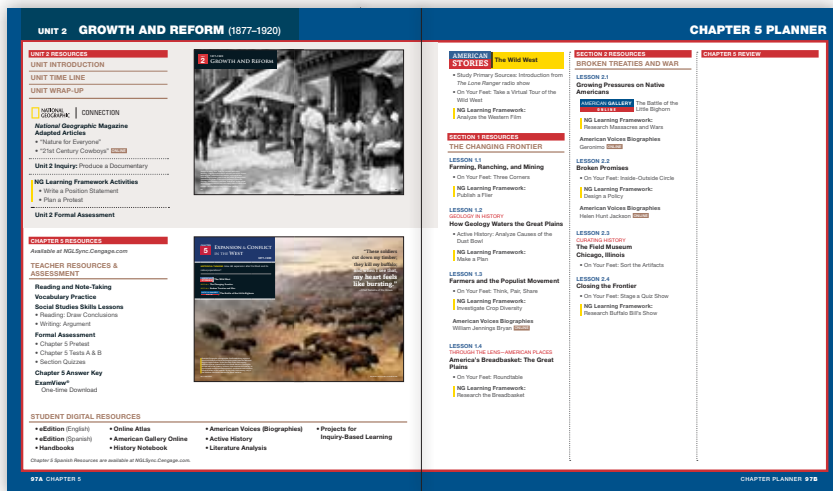
Print Teacher's Edition Features include:

- Strategies for differentiation in every chapter
- Wrap-around instruction
- Options for active and project-based learning
- Additional content questions and background information
- Planning and pacing of student lessons and assessment

Digital Teacher's Edition Features include:

- Premade lesson plans
- A bank of summative and formative assessments
- A selection of reading, writing, vocabulary and note-taking ancillaries, and answer keys
- Graphic organizers
- Teaching strategies at point of use
- Classroom management and metrics tool

Strategies for Differentiation provide universal access to the content through guided reading strategies, graphic organizers, vocabulary, and enrichment activities.

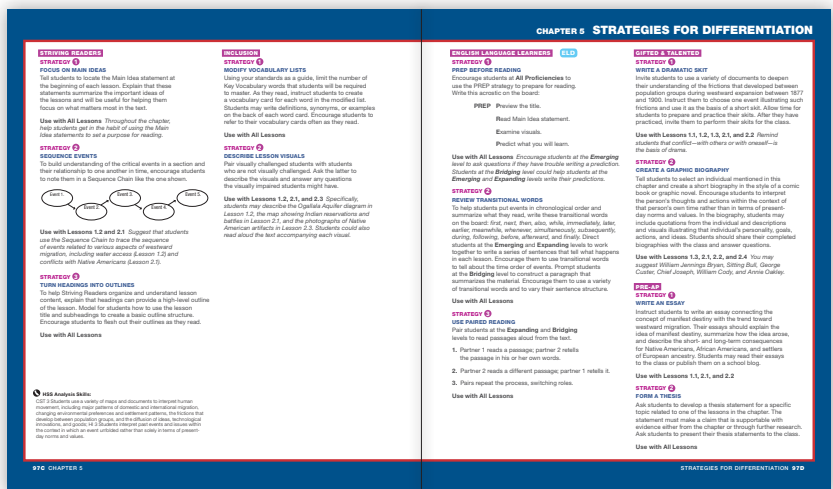


Chapter Planner, Teacher's Edition, pp. 97A-97B



Chapter Navigation View (Digital)

Teaching strategies are found inside every chapter in both the print and digital California Teacher's Editions.



Strategies for Differentiation, Teacher's Edition, pp. 97C-97D



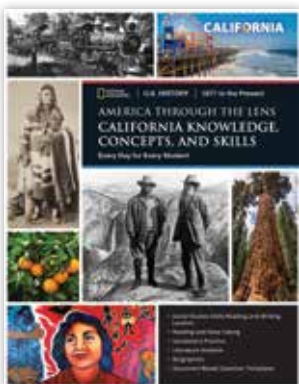
Lesson Navigation View (Digital)

Informing Teaching and Learning through Assessment

Formative and summative assessments inform teaching and learning and measure students' progress.

- **Document-Based Questions** provide practice working with primary and secondary source materials.
- **End of Chapter Reviews** revisit the main ideas, key vocabulary, skills, concepts, and connections.
- **Formative Assessments** allow teachers to monitor students' progress, make accommodations, and tailor instruction to individual students.
- **eAssessment** is available.

Assessment Purpose	Assessment Type	Print	PDF Download	Digital
Formative	Historical Thinking Questions	●		●
Formative	Critical Viewing Questions	●		●
Formative	Social Studies Skills Lessons		●	●
Formative	Vocabulary Practice Activities		●	●
Formative	Guided Discussion Questions	●		●
Formative	Reading and Note-Taking Activities		●	●
Formative	On Your Feet Activities	●		●
Formative	Section Quizzes		●	●
Formative	Write About History Activities	●		●
Formative	NGL Learning Framework Activities	●		●
Formative	Chapter Reviews	●		●
Summative	Chapter Tests at two levels		●	●
Formative	History Notebook Activities	●		●
Formative	Document-Based Questions	●		●
Summative	Unit Tests		●	●
Formative	Unit Inquiry Projects	●		●
Formative	Pretests	●	●	●



California Knowledge, Concepts, and Skills Workbook

This California Workbook includes:

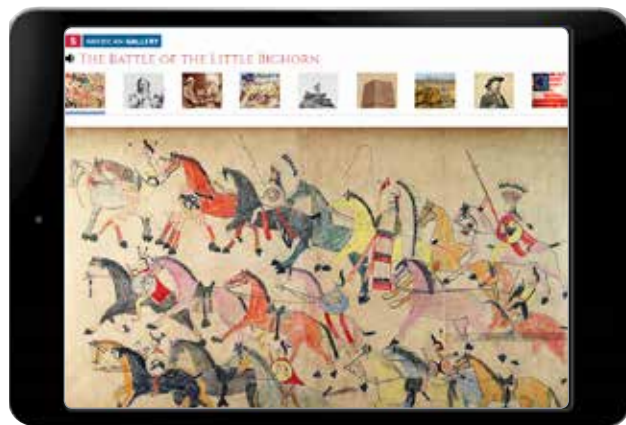
- Reading and Writing Lessons
- Reading and Note-Taking Skills Practice
- Vocabulary Practice
- Biographies
- Document-Based Question Templates

Transforming Learning through Digital Access

National Geographic Learning’s digital platform, MindTap™, provides a personalized learning experience for all California students and an array of resources for the teacher to promote better learning outcomes. It is fully available on all devices and has been specifically designed to meet the needs of California high school teachers and their classrooms.



Teachers and students access the digital platform via a single sign-on from school or at home.



Digital resources are designed to enhance learning and increase comprehension.

Digital Student Resources Include:

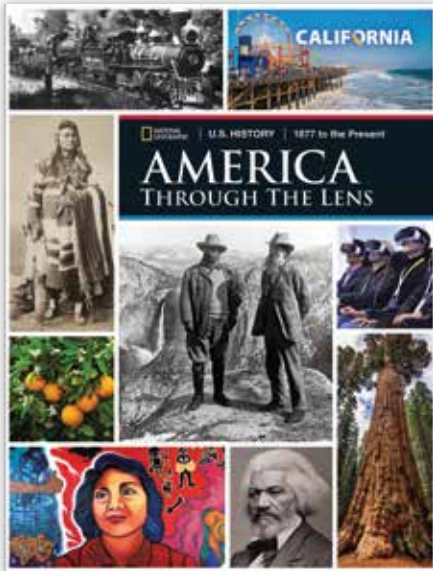
- Digital version of the Student Edition and content handbooks
- Deeper Dives into U.S. History topics
- Modified Text tool with audio playback
- Pop-up vocabulary features
- National Geographic Explorers and “Reid on the Road” video series
- Online assessments
- American Galleries
- American Stories
- Student Handbooks
- Note-taking features

Digital Teacher Resources Include:

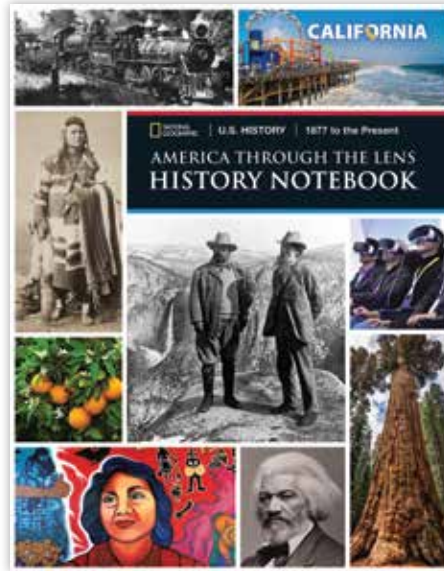
- All of the student materials
- Digital Teacher’s Edition
- Lesson plans and teaching strategies
- Keyword search tool
- California Standards correlation tool (search by keyword or by standard)
- Assignment/Assessment feature
- Gradebook

Student Program Components

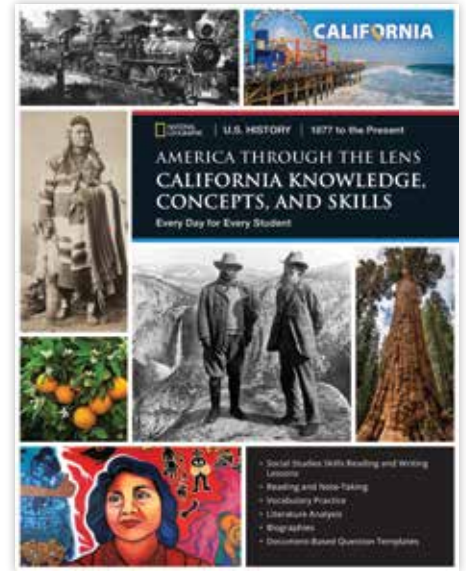
National Geographic U.S. History *America Through the Lens* is available in both print and digital formats.



Student Edition, 1877 to the Present



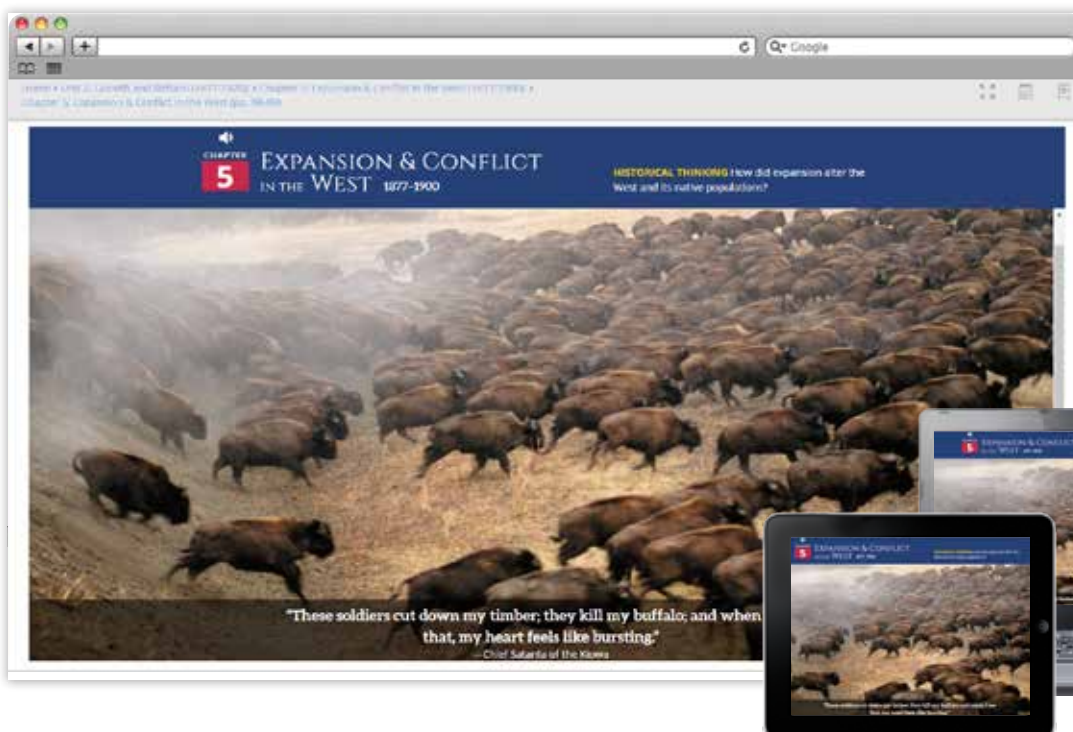
History Notebook, 1877 to the Present



California Knowledge, Concepts & Skills, 1877 to the Present

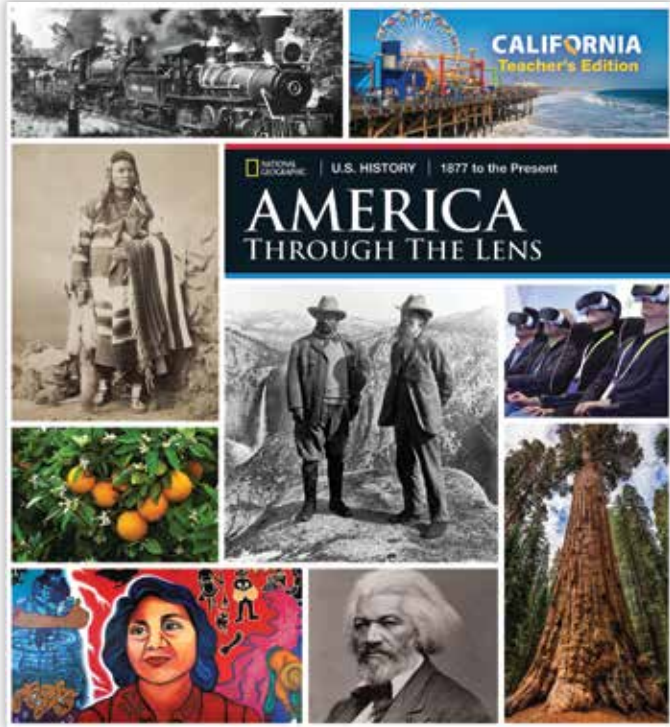
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- Fifty States
- U.S. Presidents
- Economics & Government
- World Religions
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Teacher Program Components

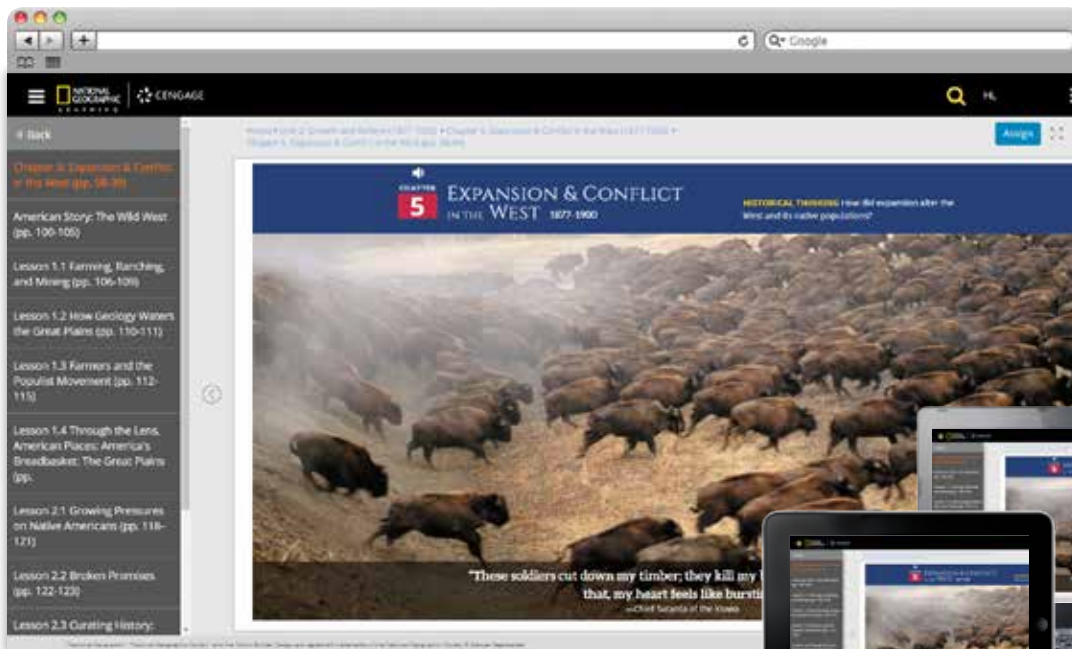
Downloadable, printable supplementary materials are available for National Geographic U.S. History *America Through the Lens*. Supplementary materials are available online, saving valuable time and resources.



Teacher's Edition, 1877 to the Present

Grade 11 U.S. History *America Through the Lens* Supplementary Teacher's Resource Package includes:

- Teacher's Edition
- History Notebook
- California Knowledge, Concepts & Skills Workbook
- California Knowledge, Concepts & Skills Workbook Answer Key
- Lesson Plans and Graphic Organizers
- California Social Studies Assessment contains Chapter Pretests, Section Quizzes, Chapter Tests A & B, Unit Tests, and Answer Key
- California ELA/ELD Connection: Developing Literacy in History contains ELA/ELD Correlation Chart, Student Activities, Teacher Support, and Answer Key



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PGUSD

Regular Meeting of June 1, 2023

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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: Contract for Services with eSpark, Inc.

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Buck Roggeman, Director of Curriculum and Special Projects

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with eSpark, Inc.

BACKGROUND:

eSpark is a computer program used to differentiate instruction in mathematics and English Language Arts. The program’s activities are based on a student’s demonstrated level of learning. An added benefit is that the information from the Measures of Academic Progress assessments given at all grade levels downloads into eSpark which creates activities for students based on their learning needs. This is one part of our multi-faceted approach to learning recovery in our district.

INFORMATION:

The district surveyed elementary staff about their preference for using IXL or eSpark for the computer adaptive supplement to our core curriculum in English language arts and math. Teachers in grades K-2 felt eSpark was a better match for younger students. By purchasing the program for K-2 students in both elementary schools, this is another step toward aligning instructional practice which will support collaborative discussions between staff at both schools. This license will run through June, 2024, and all staff serving students in grades K-2 will have access to the program.

FISCAL IMPACT:

This is a one-year contract for the 2023-2024 school year to be funded with the district instructional supplies budget coming out of the general fund. The cost is \$6,346.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT**

CONSULTANT eSpark, Inc.

SITE/DEPARTMENT Curriculum (elementary use K-2)

SUBMITTED BY Buck Roggeman

FUNDING SOURCE Approved Textbook Budget

AGREEMENT TOTAL AMOUNT \$6,346.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District’s approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services (“Agreement”) is made between the Pacific Grove Unified School District (“District”) and eSpark, Inc. (“Consultant”) (together, “Parties”).

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference (“Services” or “Work”): Consultant shall serve as a **Educational Software Provider**. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: online supplement to core math and ELA programs.
2. **Term.** Consultant shall commence providing services under this Agreement on 7/1/2023, and will diligently perform as required and complete performance by 7/1/2024.
3. **Compensation.** District agrees to pay \$6,346.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$6,346.00 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
- 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
- 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
- 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
- 7.3.1. Material violation of this Agreement by the Consultant; or
- 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.
- Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

Consultant

Pacific Grove Unified School District
 435 Hillcrest Avenue
 Pacific Grove, CA 93950
 ATTENTION: Joshua Jorn
 Assistant Superintendent/CBO

Name: eSpark, Inc.
 Address: 2045 W. Grand Ave. Ste B #39739
 City/State/Zip: Chicago, IL 60612-1577
 Business Phone: 312-894-3100
 Email (Optional): contracts@eSparkLearning.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - DOJ Clearance Previously Received by District
 - Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
 - No direct contact or interaction with students

23. **W-9.** Consultant has provided a completed:

W-9 Form

24. **Type of Business Entity:**

- Corporation, State
- Individual
- Partnership
- Limited Liability Company
- Sole Proprietorship
- Limited Partnership
- Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District
Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Consultant
(Can sign BEFORE Board's approval)

Signature: _____

Signature: _____

Name: Buck Roggeman

Name: _____

Title: Director of Curriculum and Special Services

Date: _____

Date: _____

Human Resources
(Signed AFTER Board approval)

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

Signature _____ Date _____
Director of Human Resources

- 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 IXL

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Buck Roggeman, Director of Curriculum and Special Projects

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with IXL.

BACKGROUND:

The elementary schools have alternated between using IXL and Espark as the computer adaptive program to supplement the core curriculum in English language arts and math. After using both programs and considering the input of our teachers, the decision was made to use IXL for grades 3 through 5 at both Robert Down and Forest Grove.

INFORMATION:

IXL is an online instructional program that adapts to individual student learning levels. Students take a diagnostic test that evaluates their grade level proficiency in English language arts and Math. IXL’s comprehensive curriculum will be used to supplement the district adopted core curricula based specifically on the student’s learning level. Teachers receive analytical reports that help inform them of their students’ areas of strength and their needs. The program will be used beginning in the Fall of 2023 and the three-year contract extends through Spring 2026. Two professional development sessions next year are included in the cost.

FISCAL IMPACT:

The contract for services is for three years (2023-2024 school year). The cost is \$21,850 to be paid out of the general fund’s instructional materials account.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT**

CONSULTANT IXL

SITE/DEPARTMENT Curriculum (elementary use 3-5)

SUBMITTED BY Buck Roggeman

FUNDING SOURCE Approved Textbook Budget

AGREEMENT TOTAL AMOUNT \$21,850.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District’s approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services (“Agreement”) is made between the Pacific Grove Unified School District (“District”) and IXL (“Consultant”) (together, “Parties”).

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference (“Services” or “Work”): Consultant shall serve as an **Educational Software Provider**. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: **online supplement to core math and ELA programs**.
2. **Term.** Consultant shall commence providing services under this Agreement on **7/1/2023**, and will diligently perform as required and complete performance by **7/1/2026**.
3. **Compensation.** District agrees to pay **\$21,850.00** to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed **\$21,850.00** during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
- 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
- 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
- 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
- 7.3.1. Material violation of this Agreement by the Consultant; or
- 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.
- Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

Consultant

Pacific Grove Unified School District
 435 Hillcrest Avenue
 Pacific Grove, CA 93950
 ATTENTION: Joshua Jorn
 Assistant Superintendent/CBO

Name: IXL
 Address: 777 Mariners Island Blvd. Ste. 600
 City/State/Zip: San Mateo, Ca 94404
 Business Phone: 650-372-4301
 Email (Optional): orders@ixl.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - DOJ Clearance Previously Received by District
 - Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
 - No direct contact or interaction with students

23. **W-9.** Consultant has provided a completed:
 W-9 Form

24. **Type of Business Entity:**

- Corporation, State
- Individual
- Partnership
- Limited Liability Company
- Sole Proprietorship
- Limited Partnership
- Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District
Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Consultant
(Can sign BEFORE Board's approval)

Signature: _____
Name: Buck Roggeman
Title: Director of Curriculum and Special Projects
Date: _____

Signature: _____
Name: _____
Date: _____

Human Resources
(Signed AFTER Board approval)

Contracted work was not assigned using District's normal employment recruitment process.
Signature _____ Date _____
Director of Human Resources

- 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: Memorandum of Understanding with Monterey Bay Swim Club

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2023-2024 Memorandum of Understanding (MOU) with Monterey Bay Swim Club (MBSC) and Pacific Grove Unified School District.

BACKGROUND:

Since 2016-17, the Santa Clara Swim Club has been providing swim lessons to our students. In 2019, the club changed their name to Monterey Bay Swim Club. The existing MOU will end June 30, 2023.

INFORMATION:

The District has been providing free swim lessons to fifth and ninth graders for a number of years. This MOU with the Monterey Bay Swim Club will continue to provide free swim lessons to these two grade levels at no net cost to the District. Members of MBSC will be using the High School pool for free in exchange for providing the free swim lessons. The MOU will commence on July 1, 2023, and end June 30, 2024.

FISCAL IMPACT:

No net cost to the District.

**FACILITY USE LEASE
MEMORANDUM OF UNDERSTANDING
BETWEEN
PACIFIC GROVE UNIFIED SCHOOL DISTRICT
AND THE MONTEREY BAY SWIM CLUB**

This Lease is entered into between the Pacific Grove Unified School District ("District") and Monterey Bay Swim Club ("Lessee") for the swimming pool, and locker room ("Activities Areas") located at the Pacific Grove High School at 615 Sunset Ave, Pacific Grove, CA 93950.

- A. Term:** The Term of this Lease shall be for the period July 1, 2023 through June 30, 2024,
- B. Utilities Services:** Gas, electricity and water usage will not be assessed and will be waived as a condition of using the District's facilities.
- C. Waste:** Lessee agrees that in using the above described Activities Area, Lessee will not commit any waste or suffer any waste to be committed upon the Activities Area.
- D. Fees:** The amount of the Lease associated with use of the District Activities Areas is waived in exchange for the services provided by the Lessee listed in **Section E: Use**. If none or a portion of the services listed are not completed by the Lessee within the term of the Lease, the District will need to determine the proper fee adjustment, and will do so with consultation of the Lessee.

The amount of the Lease associated with the use of the District Activities Areas for an American Red Cross Lifeguard Course as noted in **Exhibit F** will be established by the District's Facility Use Fee Structure. The Lessee will book through the District's Event Management Software Facilitron at the normal rate associated with **Group 2**.

E. Use: The Activities Area described in this Lease shall be used by Lessee exclusively for the following purpose and no other purpose without the prior written consent of the District: the purpose(s) for which this Lease is intended are:

1. Providing swimming instruction to the PGUSD students specifically fifth (5th) and ninth (9th) grade students.
2. Pool time used by the Lessee members at specified times as noted in Exhibits A-F.

Note: PGUSD sports and educational programs will have priority to the use of the pool and all other Activities Area.

F. Nuisance: Lessee agrees that in using the above described Activities Area, not to commit any public or private nuisance or any other act or thing which might or would reasonably be construed to disturb the quiet enjoyment of nearby property.

G. Fingerprinting/Background Checks: While providing swim lessons to District PE classes, Lessee must comply with California Education Code Section 45125.1(g). All coaches hired by the Lessee shall be fingerprinted and criminal background investigation completed prior to providing the service mentioned in **Section E: Fees.** Fingerprinting and background check fees are the sole cost of the Lessee, but can be coordinated with the District.

H. Attachment of Trade or Chattel Fixture: A "trade fixture", referees to any physical property that is permanently attached or fixed to the District's real property. Property not affixed to real property is considered "chattel property". Fixtures are treated as a part of real property, particularly in the case of a security interest. The Lessee may not install anywhere on or adjacent to the Districts Activities Area any "trade fixtures" or "chattel fixtures" of any kind without prior written approval from the District. Any such attachment of fixture constitutes a substantial violation of this Lease Agreement.

I. Repairs: All repairs and upgrades are at the sole expense of the District. At any time, the District can close the pool down for safety, maintenance or other weather related matters. The District will provide one maintenance or custodial person one hour a day Monday through Friday.

The District agrees to maintain, in good condition, the following:

1. The High School swimming "pool" including but not limited to pool deck
2. Heating of the pool
3. Chemical Balance of the pool
4. Filtration System
5. Lane Lines
6. "Finis" safety wall

The Lessee agrees to maintain all associated equipment and facilities in good working order while using the Districts Activities Areas.

J. Insurance: Lessee shall carry and maintain, during the entire term hereof, at its own cost and expense, the following types of insurance:

1. Comprehensive General Liability Insurance covering bodily injury and property damage in an amount no less than \$5,000,000 per occurrence, \$5,000,000 aggregate.
2. Comprehensive general liability insurance policy shall be endorsed with the language that "District, its officers and employees", is named as additional insured for all liability arising out of the operations in the performance of this Lease agreement.
3. The additional insured endorsement must be noted on a separate form which accompanies the Certificate of Insurance (COI).
4. The Certificate of General Liability shall list the "Certificate Holder" exactly as: "Pacific Grove Unified School District, 435 Hillcrest Avenue, Pacific Grove, CA 93950".
5. Lessee is required to take out and maintain during the life of this Lease Workers' Compensation Insurance.

K. Hold Harmless: Lessee shall defend, indemnify, and hold harmless District and its agents, representatives, officers, Lessees, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of Lessees) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Lessee, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Lessee Parties") in the performance of or failure to perform Lessee's or Lessee Parties' obligations under this Agreement, including, but not limited to Lessee's or Lessee Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing,

claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Lessee or Lessee Parties under the California Fair Employment and Housing Act ("FEHA").

L. Parking: Lessee shall have access to the parking lots located at Pacific Grove High School during the time the Lessee is using the Activities Areas.

M. AED: Lessee agrees to pay for and maintain annually an AED machine on the pool deck at no cost to PGUSD. Lessee and PGUSD will coordinate on the training and implementation of safety measures related to the AED placed at the Pool.

N. Termination: If it should be necessary in the District's estimation that Activities Area described in Lease be utilized solely for District purpose, this lease is subject to cancellation with a 60-day notice by either party prior to the expiration of the lease. Either party must give a 60-day notice to renew the lease agreement. If renewed, the lease shall continue under the same conditions as agreed upon in the prior year term. Lost time accrued by the Lessee from PGUSD sports and programs will not be entitled to a monetary credit. The issuance of Lease is further conditional upon Lessee's obtaining any necessary state and/or local operating or use permits, filing and maintaining its 501(c)3 status.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

By: _____

Date: _____

Title: _____

MONTEREY BAY SWIM CLUB

DocuSigned by:
By: Chris Rodgers
Date: 5/18/2023

Title: Director, Monterey Bay Swim Club

Exhibit A:
Monterey Bay Swim Club Use of Pool for MSBC Members

Approved Activity Area Use:

- 1.5 hours on weekdays M-F 6:00 a.m. to 7:30 a.m. 5 days per week
- 1.5 hours on Saturdays from 7:30 a.m. to 9:00 a.m.
- Approximately 1 hour to 3 hours in the p.m. 5 weekdays every week.
The exact times will change depending on the PGHS swim team use.
- During the scheduled use by the PGHS swim team, the pool time for Lessee use will be halved.
- During the use by the PGHS Water Polo Team, the pool will ***not be available*** for use by Lessee except during HS swim classes, see **Exhibit C**
- Lessee will share pool time with Adult swimmers on Tuesdays, Thursdays and Saturdays
- Lessee shall coordinate opening and closing the Pool area with Pacific Grove High School Administration and staff.

Exhibit B:
Pacific Grove Elementary Schools 5th Grade Students Schedule

Robert Down Elementary School: 5th Grade students

- (3) three 5th grade classes combined into (2)
- Seven weeks swim unit of 30 sessions of 30 minute instruction = 900 minutes or 15 hours of instruction
- *Proposed Schedule*
 - *40 min classes*

Week 1	Oct 16-20
Week 2	October 23-27
Week 3	Oct 30- Nov 3
Week 4	Nov 6-10
Week 5	Nov 13-17
Week 6	Nov 20-24 Thanksgiving week (only 2 days available for class)
	*Nov 27-Dec 1 (make-up classes)
Week 7	Dec 4-Dec 8

**There is a week for parent-teacher meetings in this block that does not allow for swim classes. MBSC can teach make-up classes the week of Nov 27-Dec 1.*

Forest Grove Elementary School: 5th Grade students

- (3) three 5th grade classes combined into (2)
- Seven weeks swim unit of 30 sessions of 30 minute instruction = 900 minutes or 15 hours of instruction
- Proposed schedule
 - *60 min classes*

	Plan A	Plan B
Week 1	Jan 6-12	Jan 20-25
Week 2	Jan 13-19	Jan 27-Feb 2
Week 3	Jan 20-25	Feb 5- 9
Week 4	Jan 27-Feb 2	Feb 12-16
Week 5	Feb 5-9	Feb 19-23

NOTES:

-Exact times and days of the week are TBD

*-For safely and instructional purposes all classes must have lane lines
 -SCM configuration is vital as it affords a shallow teaching lane for non-swimmers
 and children w/special needs*

PGHS Freshmen Grade 9 Swim Classes (4-5)

75 min classes Proposed Schedule: Lessee **must** coordinate with PGHS P.E. Department on all proposed dates as suggested below.

	Plan A	Plan B	Plan C
Week 1	Aug 7-11	Aug 14-18	Aug 21-25
Week 2	Aug 14-18	Aug 21-25	Aug 28-Sep 1
Week 3	Aug 21-25	Aug 28-Sep 1	Sep 4-8
Week 4	Aug 28-Sep 1	Sep 4-Sep 8	Sep 11-15

NOTE: Lessee must fulfill all items noted in Exhibit F to receive a waiver of fees associated with Lessee use. Coordination of PGUSD Sports Schedules must be maintained as priority use, and reconfiguration of the pool during these events will not be permitted.

Exhibit C:
Pacific Grove High School Water Polo Schedule (Autumn)

Three (3) Teams of Water Polo

3:45 p.m. – 8:00 p.m. Monday – Friday

- See attached Boys and Girls Water Polo Proposed Pre Season Meeting Schedules (subject to change at any time)
- See attached Water Polo Proposed Pool Schedule
- No Lessee time will be afforded for MSBC members during Water Polo Season aside from PGUSD coordinated use as established in **Exhibit B**
- The Pool must not be reconfigured during Water Polo Season to accommodate Lessee programs except as noted below:

For safety and instructional purposes all classes need lane lines.

Our recommendation for adding lane lines **during HS polo season** is as follows:

Monday - Friday

After water polo practice each evening water polo removes the nets only.

MBSC will configure the pool in the AM at 5:45, leave in place for the classes and then remove them after the last class of that day.

Water Polo will add nets back before practice each day.

Water Polo would only be responsible for removing/adding nets

MBSC would be responsible for removing/adding lane lines

Saturday:

Add lane lines Saturday morning

Leave in pool so that Adult School can swim on Saturdays

Remove lane lines after Monday's class so polo has a clear pool.

Exhibit D:

Pacific Grove High School Swim Team (Spring)

High School Swim Team Practices:

3:45 p.m. – 5:45 p.m. Monday – Friday

Exhibit E:
Pacific Grove Adult Swim Schedule

Adult Swim Classes

Tuesdays, Thursdays 5:30 p.m. – 7:15 p.m. and Saturdays 9:00 a.m. – 10:45 a.m

Exhibit F:
Pacific Grove Adult Swim Schedule

American Red Cross Lifeguard Certification Course

May 18-19, 2023

NOTE: These sessions are to be booked in Facilitron and paid by Lessee at the District Fee Schedule Rate of Group 2.

- | | |
|---|---|
| <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 checked="" 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: Approval of Actuarial Study of Retiree Health Liabilities Under GASB 74/75 for fiscal year 2022-2023

DATE: June 1, 2023

PERSON RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board approve the actuarial study of retiree health liabilities under GASB 74/75 for fiscal year 2022-23.

BACKGROUND:

Prior to 2017-18, as required by GASB 43 and 45, every two years, school districts are required to perform an evaluation of its other post-employment benefits (OPEB), excluding pensions, for active and retired employees.

Beginning in fiscal year 2017-18, GASB 43 and 45 were superseded by GASB 74 and 75. These new standards affect all school districts with OPEB, and not just those that are funding OPEB.

The triennial valuations of prior GASB 43/45 are no longer allowed and all school districts must obtain an annual valuation; roll-forward valuation can be done every other fiscal year if there are no significant changes to planned or covered groups. The measurement date (actuarial valuation date) must be June 30 of each fiscal year.

The total OPEB liability will be reported in Form Debt and the government-wide statement of Net Position similar to the CalSTRS and CalPERS unfunded pension liability, and as note disclosures in the District’s audit report and Required Supplemental Information (RSI) schedule.

Impact and purpose of GASB 74/75:

- The result of GASB 74 and 75 does not affect the District’s current operating budget or the Unaudited Actuals
- It helps the District assess and manage the costs and liabilities associated with retiree health benefits
- It provides information to enable the District to communicate the financial implications of retiree health benefits to internal financial staff, employee groups, the Board and the community

INFORMATION:

The Pacific Grove Unified School District currently subscribes to a “pay as you go” method to address its post-employment liabilities. The estimate for 2022-23 by Total Compensation Systems, Inc. (TCS) is \$344,415, up from \$312,717 in 2021-22.

On page 11, based on this actuarial study, the projected annual retiree benefits would more than double from \$312,717 in 2021 to \$689,193 in the year beginning 2030.

For a number of years, the District has engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities and perform actuarial study associated with its current retiree health program. The report submitted to the Board as received from TCS reflects valuation as of June 30, 2023.

FISCAL IMPACT:

None, the fee for Total Compensation Systems (TCS) to perform this actuarial study was included in their full validation. PGUSD will contract with them in the 2023-24 year for future assessment.

**Pacific Grove Unified School District
Actuarial Study of
Retiree Health Liabilities Under GASB 74/75
Roll-forward Valuation
Valuation Date: June 30, 2021
Measurement Date: June 30, 2022
For Fiscal Year-End: June 30, 2023**

*Prepared by:
Total Compensation Systems, Inc.*

Date: March 29, 2023

Total Compensation Systems, Inc.

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Total Compensation Systems, Inc.

**Pacific Grove Unified School District
Actuarial Study of Retiree Health Liabilities**

PART I: EXECUTIVE SUMMARY

A. Introduction

This report was produced by Total Compensation Systems, Inc. for Pacific Grove Unified School District to determine the liabilities associated with its current retiree health program as of a June 30, 2022 measurement date and to provide the necessary information to determine accounting entries for the fiscal year ending June 30, 2023. This report may not be suitable for other purposes such as determining employer contributions or assessing the potential impact of changes in plan design.

Different users of this report will likely be interested in different sections of information contained within. We anticipate that the following portions may be of most interest depending on the reader:

- A high level comparison of key results from the current year to the prior year is shown on this page.
- The values we anticipate will be disclosed in the June 30, 2023 year-end financials are shown on pages 2 and 3.
- Additional accounting information is shown on page 12 and Appendices C and D.
- Description and details of measured valuation liabilities can be found beginning on page 10.
- Guidance regarding the next actuarial valuation for the June 30, 2023 measurement date is provided on page 13.

B. Key Results

Pacific Grove USD uses an Actuarial Measurement Date that is 12 months prior to its Fiscal Year-End. This means that these actuarial results measured as of June 30, 2022 will be used on a look back basis for the June 30, 2023 Fiscal Year-End.

Key Results	Current Year	Prior Year
	<i>June 30, 2022 Measurement Date for June 30, 2023 Fiscal Year-End</i>	<i>June 30, 2021 Measurement Date for June 30, 2022 Fiscal Year-End</i>
Total OPEB Liability (TOL)	\$7,846,234	\$8,509,530
Fiduciary Net Position (FNP)	\$0	\$0
Net OPEB Liability (NOL)	\$7,846,234	\$8,509,530
Service Cost (for year following)	\$456,615	\$562,346
Estimated Pay-as-you-go Cost (for year following)	\$344,415	\$312,717
GASB 75 OPEB Expense (for year ending)	\$148,413	\$566,000

Refer to results section beginning on page 10 or the glossary on page 27 for descriptions of the above items.

Key Assumptions	Current Year	Prior Year
	<i>June 30, 2022 Measurement Date for June 30, 2023 Fiscal Year-End</i>	<i>June 30, 2021 Measurement Date for June 30, 2022 Fiscal Year-End</i>
Valuation Interest Rate	3.54%	2.16%
Expected Rate of Return on Assets	N/A	N/A
Long-Term Medical Trend Rate	4.00%	4.00%
Projected Payroll Growth	2.75%	2.75%

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Portion of Key Measurements Due to Implicit Rate Subsidy

The implicit rate subsidy represents the difference between retiree premium rates and the underlying cost of retiree coverage. Because medical costs generally increase with age, the direct premium rate for pre-Medicare retirees will typically fall short of the underlying cost of retiree coverage when the premium rates are determined by blending active employees and pre-Medicare retirees. GASB 75 requires the underlying cost to be reflected in most cases, so OPEB actuaries develop age-adjusted costs to estimate the underlying cost of coverage solely for retirees.

Below is a breakdown of key measurements between the portion due to the employer share of retiree premiums and the portion due to the implicit rate subsidy. Although the two pieces are typically treated the same under GASB 75, the distinction can be important for planning purposes because the implicit rate subsidy will not be paid directly in the same way that the employer share of retiree premiums will be paid.

June 30, 2022 Measurement Date	Portion due to Employer Share of Retiree Premium	Portion due to Implicit Rate Subsidy	Total
Total OPEB Liability	\$6,222,117	\$1,624,117	\$7,846,234
Service Cost (for year following)	\$311,963	\$144,652	\$456,615

The following table shows the “pay as you go” projection of annual payments for the employer share of retiree health costs as well as the projected annual amount of the implicit rate subsidy. Although actual payments are certain to vary from those shown below, these projections can be useful for planning purposes.

Year Beginning July 1	Employer Share of Retiree Premium	Implicit Rate Subsidy	Total Projected Benefit Payments
2021	\$267,809	\$44,908	\$312,717
2022	\$286,501	\$57,914	\$344,415
2023	\$310,654	\$84,039	\$394,693
2024	\$341,319	\$119,513	\$460,832
2025	\$362,649	\$127,748	\$490,397
2026	\$391,006	\$140,179	\$531,185
2027	\$414,017	\$153,093	\$567,110
2028	\$450,155	\$177,740	\$627,895
2029	\$480,496	\$176,091	\$656,587
2030	\$497,397	\$191,796	\$689,193

C. Summary of GASB 75 Accounting Results

1. Changes in Net OPEB Liability

The following table shows the reconciliation of the June 30, 2021 Net OPEB Liability (NOL) in the prior valuation to the June 30, 2022 NOL. A more detailed version of this table can be found on page 12.

	TOL	FNP	NOL
Balance at June 30, 2021 Measurement Date	\$8,509,530	\$0	\$8,509,530
Service Cost	\$562,346	\$0	\$562,346
Interest on TOL / Return on FNP	\$186,502	\$0	\$186,502
Employer Contributions*	\$0	\$342,777	(\$342,777)
Benefit Payments*	(\$342,777)	(\$342,777)	\$0
Administrative Expenses	\$0	\$0	\$0
Experience (Gains)/Losses	\$30,060	\$0	\$30,060
Changes in Assumptions	(\$1,099,427)	\$0	(\$1,099,427)
Other	\$0	\$0	\$0
Net Change	(\$663,296)	\$0	(\$663,296)
Actual Balance at June 30, 2022 Measurement Date	\$7,846,234	\$0	\$7,846,234

* Includes \$99,673 due to implied rate subsidy.

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2. Deferred Inflows and Outflows

Changes in the NOL arising from certain sources are recognized on a deferred basis. The following tables show the balance of each deferral item as of the measurement date and the scheduled future recognition. A reconciliation of these balances can be found on page 12 while the complete deferral history is shown beginning on page 24.

Balances at June 30, 2023 Fiscal Year-End	<i>Deferred Outflows</i>	<i>Deferred Inflows</i>
Differences between expected and actual experience	\$26,564	(\$2,930,818)
Changes in assumptions	\$839,803	(\$1,258,751)
Differences between projected and actual return on assets	\$0	\$0
Total	\$866,367	(\$4,189,569)

To be recognized fiscal year ending June 30:	<i>Deferred Outflows</i>	<i>Deferred Inflows</i>
2024	\$154,787	(\$755,222)
2025	\$154,787	(\$755,222)
2026	\$154,787	(\$728,334)
2027	\$154,787	(\$716,811)
2028	\$148,018	(\$598,490)
Thereafter	\$99,201	(\$635,490)
Total	\$866,367	(\$4,189,569)

3. OPEB Expense

Under GASB 74 and 75, OPEB expense includes service cost, interest cost, administrative expenses, and change in TOL due to plan changes, adjusted for deferred inflows and outflows. OPEB expense can also be derived as change in net position, adjusted for employer contributions, which can be found on page 12.

To be recognized fiscal year ending June 30, 2023	<i>Expense Component</i>
Service Cost	\$562,346
Interest Cost	\$186,502
Expected Return on Assets	\$0
Administrative Expenses	\$0
Recognition of Experience (Gain)/Loss Deferrals	(\$555,349)
Recognition of Assumption Change Deferrals	(\$45,086)
Recognition of Investment (Gain)/Loss Deferrals	\$0
Employee Contributions	\$0
Changes in Benefit Terms	\$0
Net OPEB Expense for fiscal year ending June 30, 2023	\$148,413

4. Adjustments

The above OPEB expense includes all deferred inflows and outflows except any contributions after the measurement date. Contributions from July 1, 2022 to June 30, 2023 minus prior contributions after the measurement date of \$342,777 should also be reflected in OPEB expense. June 30, 2023 deferred outflows should include contributions from July 1, 2022 to June 30, 2023.

5. Trend and Interest Rate Sensitivities

The following presents what the Net OPEB Liability would be if it were calculated using a discount rate assumption or a healthcare trend rate assumption one percent higher or lower than the current assumption.

Net OPEB Liability at June 30, 2022 Measurement Date	<i>Discount Rate</i>	<i>Healthcare Trend Rate</i>
1% Decrease in Assumption	\$8,648,163	\$7,211,058
Current Assumption	\$7,846,234	\$7,846,234
1% Increase in Assumption	\$7,291,900	\$8,562,267

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D. Description of Retiree Benefits

Following is a description of the current retiree benefit plan:

	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>	<u>Confidential</u>
Benefit types provided	Medical, dental and vision	Medical only	Medical, dental and vision	Medical only
Duration of Benefits	To age 85	To age 85	To age 65	To age 85
Required Service	10 years	10 years	10 years	10 years
Minimum Age	55	55	55	55
Dependent Coverage	No	No	No	No
District Contribution %	100%	100%	100%	100%
District Cap	Pre-65: \$ Active Cap* Post-65: \$152/month for Medicare Supp	Pre-65: Active Cap Post-65: \$50/month for Medicare Supp	Pre-65: Active Cap	Pre-65: Active Cap Post-65: \$150/month for Medicare Supp

*Reduced if the retiree worked at least 40% but less than 80% full time

E. Summary of Valuation Data

Because this is a roll-forward valuation, this report is based on census data previously provided to us as of June, 2021 for the June 30, 2021 full valuation. Distributions of participants by age and service can be found on page 18. For non-lifetime benefits, the active count below excludes employees for whom it was not possible to receive retiree benefits (e.g. employees who were already older than the maximum age to which benefits are payable or who will not accrue the required service prior to reaching the maximum age).

	Valuation Year
	<i>June 30, 2021 Valuation Date</i>
	<i>June 30, 2022 Measurement Date</i>
Active Employees eligible for future benefits	
Count	282
Average Age	48.3
Average Years of Service	10.6
Retirees currently receiving benefits	
Count	130
Average Age	72.2

We were not provided with information about any terminated, vested employees.

Total Compensation Systems, Inc.

F. Certification

The actuarial information in this report is intended solely to assist Pacific Grove USD in complying with Governmental Accounting Standards Board Accounting Statement 74 and 75 and, unless otherwise stated, fully and fairly discloses actuarial information required for compliance. Nothing in this report should be construed as an accounting opinion, accounting advice or legal advice. TCS recommends that third parties retain their own actuary or other qualified professionals when reviewing this report. TCS's work is prepared solely for the use and benefit of Pacific Grove USD. Release of this report may be subject to provisions of the Agreement between Pacific Grove USD and TCS. No third party recipient of this report product should rely on the report for any purpose other than accounting compliance. Any other use of this report is unauthorized without first consulting with TCS.

This report is for fiscal year July 1, 2022 to June 30, 2023, using a measurement date of June 30, 2022. The calculations in this report have been made based on our understanding of plan provisions and actual practice at the time we were provided the required information. We relied on information provided by Pacific Grove USD. Much or all of this information was unaudited at the time of our evaluation. We reviewed the information provided for reasonableness, but this review should not be viewed as fulfilling any audit requirements. We relied on the following materials to complete this study:

- We used paper reports and digital files containing participant demographic data from the District personnel records.
- We used relevant sections of collective bargaining agreements provided by the District.

All costs, liabilities, and other estimates are based on actuarial assumptions and methods that comply with all applicable Actuarial Standards of Practice (ASOPs). Each assumption is deemed to be reasonable by itself, taking into account plan experience and reasonable future expectations and in combination represent our estimate of anticipated experience of the Plan.

This report contains estimates of the Plan's financial condition and future results only as of a single date. Future results can vary dramatically and the accuracy of estimates contained in this report depends on the actuarial assumptions used. This valuation cannot predict the Plan's future condition nor guarantee its future financial soundness. Actuarial valuations do not affect the ultimate cost of Plan benefits, only the timing of Plan contributions. While the valuation is based on individually reasonable assumptions, other assumption sets may also be reasonable and valuation results based on those assumptions would be different. Determining results using alternative assumptions (except for the alternate discount and trend rates shown in this report) is outside the scope of our engagement.

Future actuarial measurements may differ significantly from those presented in this report due to factors such as, but not limited to, the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the measurement methodology (such as the end of an amortization period or additional cost or contribution requirements based on the plan's funded status); and changes in plan provisions or applicable law. We were not asked to perform analyses to estimate the potential range of such future measurements.

The signing actuary is independent of Pacific Grove USD and any plan sponsor. TCS does not intend to benefit from and assumes no duty or liability to other parties who receive this report. TCS is not aware of any relationship that would impair the objectivity of the opinion.

On the basis of the foregoing, I hereby certify that, to the best of my knowledge and belief, this report is complete and has been prepared in accordance with generally accepted actuarial principles and practices and all applicable Actuarial Standards of Practice. I meet the Qualifications Standards of the American Academy of

Total Compensation Systems, Inc.

Actuaries to render the actuarial opinion contained herein.

Respectfully submitted,



Will Kane, FSA, EA, MAAA
Actuary
Total Compensation Systems, Inc.
(805) 496-1700

Total Compensation Systems, Inc.

PART II: LIABILITIES AND COSTS FOR RETIREE BENEFITS

A. Introduction.

We calculated the actuarial present value of projected benefit payments (APVPBP) separately for each participant. We determined eligibility for retiree benefits based on information supplied by Pacific Grove USD. We then selected assumptions that, based on plan provisions and our training and experience, represent our best prediction of future plan experience. For each participant, we applied the appropriate assumption factors based on the participant's age, sex, length of service, and employee classification.

The actuarial assumptions used for this study are summarized beginning on page 14.

B. Liability for Retiree Benefits.

For each participant, we projected future premium costs using an assumed trend rate (see Appendix C). To the extent Pacific Grove USD uses contribution caps, the influence of the trend factor is further reduced. We multiplied each year's benefit payments by the probability that benefits will be paid; i.e. based on the probability that the participant is living, has not terminated employment, has retired and remains eligible. The probability that benefit will be paid is zero if the participant is not eligible. The participant is not eligible if s/he has not met minimum service, minimum age or, if applicable, maximum age requirements.

The product of each year's benefit payments and the probability the benefit will be paid equals the expected cost for that year. We multiplied the above expected cost figures by the probability that the retiree would elect coverage. A retiree may not elect to be covered if retiree health coverage is available less expensively from another source (e.g. Medicare risk contract) or the retiree is covered under a spouse's plan. Finally, we discounted the expected cost for each year to the measurement date June 30, 2022 at 3.54% interest.

For any *current retirees*, the approach used was similar. The major difference is that the probability of payment for current retirees depends only on mortality and age restrictions (i.e. for retired employees the probability of being retired and of not being terminated are always both 100%).

The value generated from the process described above is called the actuarial present value of projected benefit payments (APVPBP). We added APVPBP for each participant to get the total APVPBP for all participants which is the estimated present value of all future retiree health benefits for all **current** participants. The APVPBP is the amount on June 30, 2022 that, if all actuarial assumptions are exactly right, would be sufficient to expense all promised benefits until the last participant dies or reaches the maximum eligibility age. However, for most actuarial and accounting purposes, the APVPBP is not used directly but is instead apportioned over the lifetime of each participant as described in the following sections.

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C. Actuarial Accrual

Accounting principles provide that the cost of retiree benefits should be “accrued” over employees' working lifetime. For this reason, the Governmental Accounting Standards Board (GASB) issued in June of 2015 Accounting Standards 74 and 75 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees (including early retirees), whether they pay directly or indirectly (via an “implicit rate subsidy”).

To actuarially accrue retiree health benefits requires determining the amount to expense each year so that the liability accumulated at retirement is, on average, sufficient (with interest) to cover all retiree health expenditures without the need for additional expenses. There are many different ways to determine the annual accrual amount. The calculation method used is called an “actuarial cost method” and uses the APVPBP to develop expense and liability figures. Furthermore, the APVPBP should be accrued over the working lifetime of employees.

In order to accrue the APVPBP over the working lifetime of employees, actuarial cost methods apportion the APVPBP into two parts: the portions attributable to service rendered prior to the measurement date (the past service liability or Total OPEB Liability (TOL) under GASB 74 and 75) and to service after the measurement date but prior to retirement (the future service liability or present value of future service costs). Of the future service liability, the portion attributable to the single year immediately following the measurement date is known as the normal cost or Service Cost under GASB 74 and 75.

The service cost can be thought of as the value of the benefit earned each year if benefits are accrued during the working lifetime of employees. The actuarial cost method mandated by GASB 75 is the “entry age actuarial cost method”. Under the entry age actuarial cost method, the actuary determines the service cost as the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. Under GASB 75, the service cost is calculated to be a level percentage of each employee’s projected pay.

D. Actuarial Assumptions

The APVPBP and service cost are determined using several key assumptions:

- The current *cost of retiree health benefits* (often varying by age, Medicare status and/or dependent coverage). The higher the current cost of retiree benefits, the higher the service cost.
- The “*trend*” rate at which retiree health benefits are expected to increase over time. A higher trend rate increases the service cost. A “cap” on District contributions can reduce trend to zero once the cap is reached thereby dramatically reducing service costs.
- *Mortality rates* varying by age and sex (and sometimes retirement or disability status). If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce service costs, the mortality assumption is not likely to vary from employer to employer.
- *Employment termination rates* have the same effect as mortality inasmuch as higher termination rates reduce service costs. Employment termination can vary considerably between public agencies.
- The *service requirement* reflects years of service required to earn full or partial retiree benefits. While a longer service requirement reduces costs, cost reductions are not usually substantial unless the service period exceeds 20 years of service.

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- **Retirement rates** determine what proportion of employees retire at each age (assuming employees reach the requisite length of service). Retirement rates often vary by employee classification and implicitly reflect the minimum retirement age required for eligibility. Retirement rates also depend on the amount of pension benefits available. Higher retirement rates increase service costs but, except for differences in minimum retirement age, retirement rates tend to be consistent between public agencies for each employee type.
- **Participation rates** indicate what proportion of retirees are expected to elect retiree health benefits if a significant retiree contribution is required. Higher participation rates increase costs.
- The **discount rate** estimates investment earnings for assets earmarked to cover retiree health benefit liabilities. The discount rate depends on the nature of underlying assets for funded plans. The rate used for a funded plan is the **real** rate of return expected for plan assets plus the long term inflation assumption. For an unfunded plan, the discount rate is based on an index of 20 year General Obligation municipal bonds rated AA or higher. For partially funded plans, the discount rate is a blend of the funded and unfunded rates.

E. Total OPEB Liability

The assumptions listed above are not exhaustive, but are the most common assumptions used in actuarial cost calculations. If all actuarial assumptions are exactly met and an employer expensed the service cost every year for all past and current employees and retirees, a sizeable liability would have accumulated (after adding interest and subtracting retiree benefit costs). The liability that would have accumulated is called the Total OPEB Liability (TOL). The excess of TOL over the value of plan assets is called the Net OPEB Liability (NOL). Under GASB 74 and 75, in order for assets to count toward offsetting the TOL, the assets have to be held in an irrevocable trust that is safe from creditors and can only be used to provide OPEB benefits to eligible participants.

Changes in the TOL can arise in several ways - e.g., as a result of plan changes or changes in actuarial assumptions. Change in the TOL can also arise from actuarial gains and losses. Actuarial gains and losses result from differences between actuarial assumptions and actual plan experience. GASB 75 allows certain changes in the TOL to be deferred (i.e. deferred inflows and outflows of resources).

Under GASB 74 and 75, a portion of actuarial gains and losses can be deferred as follows:

- Investment gains and losses are deferred five years.
- Experience gains and losses are deferred over the Expected Average Remaining Service Lives (EARSL) of plan participants. In calculating the EARSL, terminated employees (primarily retirees) are considered to have a working lifetime of zero. This often makes the EARSL quite short.
- Liability changes resulting from changes in economic and demographic assumptions are also deferred based on the EARSL.
- Liability changes resulting from plan changes, for example, cannot be deferred.

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F. Valuation Results

This section details the measured values of the concepts described on the previous pages. Because this is a roll-forward valuation, the results shown in this section do not match the overall results as of the measurement date.

1. Actuarial Present Value of Projected Benefit Payments (APVPBP)

Actuarial Present Value of Projected Benefit Payments as of June 30, 2021 Valuation Date

	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Active: Pre-65 Benefit	\$5,646,716	\$2,112,509	\$2,830,320	\$65,182	\$638,705
Post-65 Benefit	\$4,004,943	\$3,496,748	\$422,665	\$85,530	\$0
Subtotal	\$9,651,659	\$5,609,257	\$3,252,985	\$150,712	\$638,705
Retiree: Pre-65 Benefit	\$251,383	\$135,627	\$69,011	\$0	\$46,745
Post-65 Benefit	\$2,557,088	\$2,328,189	\$154,072	\$72,775	\$2,052
Subtotal	\$2,808,471	\$2,463,816	\$223,083	\$72,775	\$48,797
Grand Total	\$12,460,130	\$8,073,073	\$3,476,068	\$223,487	\$687,502
Subtotal Pre-65 Benefit	\$5,898,099	\$2,248,136	\$2,899,331	\$65,182	\$685,450
Subtotal Post-65 Benefit	\$6,562,031	\$5,824,937	\$576,737	\$158,305	\$2,052

2. Service Cost

The service cost represents the value of the benefit earned during a single year of employment. It is the APVPBP spread over the expected working lifetime of the employee and divided into annual segments. We applied an "entry age" actuarial cost method to determine funding rates for active employees. The table below summarizes the calculated service cost.

Service Cost Valuation Year Beginning July 1, 2021

	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
# of Eligible Employees	282	135	125	4	18
First Year Service Cost					
Pre-65 Benefit	\$272,646	\$83,700	\$151,500	\$4,128	\$33,318
Post-65 Benefit	\$171,748	\$143,235	\$23,625	\$4,888	\$0
Total	\$444,394	\$226,935	\$175,125	\$9,016	\$33,318

Accruing retiree health benefit costs using service costs levels out the cost of retiree health benefits over time and more fairly reflects the value of benefits "earned" each year by employees. While the service cost for each employee is targeted to remain level as a percentage of covered payroll, the service cost as a dollar amount would increase each year based on covered payroll. Additionally, the overall service cost may grow or shrink based on changes in the demographic makeup of the employees from year to year.

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3. Total OPEB Liability and Net OPEB Liability

If actuarial assumptions are borne out by experience, the District will fully accrue retiree benefits by expensing an amount each year that equals the service cost. If no accruals had taken place in the past, there would be a shortfall of many years' accruals, accumulated interest and forfeitures for terminated or deceased employees. This shortfall is called the Total OPEB Liability. We calculated the Total OPEB Liability (TOL) as the APVPBP minus the present value of future service costs. To the extent that benefits are funded through a GASB 74 qualifying trust, the trust's Fiduciary Net Position (FNP) is subtracted to get the NOL. The FNP is the value of assets adjusted for any applicable payables and receivables as shown in the table on page 15.

Total OPEB Liability and Net OPEB Liability as of June 30, 2021 Valuation Date

	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Active: Pre-65 Benefit	2,628,997	\$1,077,282	\$1,184,596	\$20,162	\$346,957
Active: Post-65 Benefit	\$2,090,587	\$1,821,909	\$219,629	\$49,049	\$0
Subtotal	\$4,719,584	\$2,899,191	\$1,404,225	\$69,211	\$346,957
Retiree: Pre-65 Benefit	\$251,383	\$135,627	\$69,011	\$0	\$46,745
Retiree: Post-65 Benefit	\$2,557,088	\$2,328,189	\$154,072	\$72,775	\$2,052
Subtotal	\$2,808,471	\$2,463,816	\$223,083	\$72,775	\$48,797
Subtotal: Pre-65 Benefit	\$2,880,380	\$1,212,909	\$1,253,607	\$20,162	\$393,702
Subtotal: Post-65 Benefit	\$4,647,675	\$4,150,098	\$373,701	\$121,824	\$2,052
Total OPEB Liability (TOL)	\$7,528,055	\$5,363,007	\$1,627,308	\$141,986	\$395,754
Fiduciary Net Position as of June 30, 2021	\$0				
Net OPEB Liability (NOL)	\$7,528,055				

4. "Pay As You Go" Projection of Retiree Benefit Payments

We used the actuarial assumptions shown in Appendix C to project the District's ten year retiree benefit outlay, including any implicit rate subsidy. Because these cost estimates reflect average assumptions applied to a relatively small number of participants, estimates for individual years are **certain** to be *inaccurate*. However, these estimates show the size of cash outflow.

The following table shows a projection of annual amounts needed to pay the District's share of retiree health costs, including any implicit rate subsidy.

<i>Year Beginning July 1</i>	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
2021	\$312,717	\$251,478	\$39,944	\$7,500	\$13,795
2022	\$344,415	\$261,574	\$52,839	\$10,372	\$19,630
2023	\$394,693	\$285,617	\$75,504	\$9,321	\$24,251
2024	\$460,832	\$316,112	\$97,704	\$9,992	\$37,024
2025	\$490,397	\$344,202	\$99,450	\$10,430	\$36,315
2026	\$531,185	\$347,742	\$124,100	\$10,771	\$48,572
2027	\$567,110	\$363,821	\$141,075	\$11,544	\$50,670
2028	\$627,895	\$373,533	\$186,497	\$11,482	\$56,383
2029	\$656,587	\$359,808	\$207,867	\$11,352	\$77,560
2030	\$689,193	\$365,680	\$229,130	\$11,172	\$83,211

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G. Additional Reconciliation of GASB 75 Results

The following table shows the reconciliation of the June 30, 2021 Net OPEB Liability (NOL) in the prior valuation to the June 30, 2022 NOL. For some plans, it will provide additional detail and transparency beyond that shown in the table on Page 2.

	<i>TOL</i>	<i>FNP</i>	<i>NOL</i>
Balance at June 30, 2021	\$8,509,530	\$0	\$8,509,530
Service Cost	\$562,346	\$0	\$562,346
Interest on Total OPEB Liability	\$186,502	\$0	\$186,502
Expected Investment Income	\$0	\$0	\$0
Administrative Expenses	\$0	\$0	\$0
Employee Contributions	\$0	\$0	\$0
Employer Contributions to Trust	\$0	\$0	\$0
Employer Contributions as Benefit Payments***	\$0	\$342,777	(\$342,777)
Actual Benefit Payments from Trust	\$0	\$0	\$0
Actual Benefit Payments from Employer***	(\$342,777)	(\$342,777)	\$0
Expected Minus Actual Benefit Payments**	\$30,060	\$0	\$30,060
Expected Balance at June 30, 2022	\$8,945,661	\$0	\$8,945,661
Experience (Gains)/Losses	\$0	\$0	\$0
Changes in Assumptions	(\$1,099,427)	\$0	(\$1,099,427)
Changes in Benefit Terms	\$0	\$0	\$0
Investment Gains/(Losses)	\$0	\$0	\$0
Other	\$0	\$0	\$0
Net Change during 2022	(\$663,296)	\$0	(\$663,296)
Actual Balance at June 30, 2022*	\$7,846,234	\$0	\$7,846,234

* May include a slight rounding error.

** Deferrable as an Experience Gain or Loss.

*** Includes \$99,673 due to implied rate subsidy.

Changes in the NOL arising from certain sources are recognized on a deferred basis. The deferral history for Pacific Grove USD is shown beginning on page 24. The following table summarizes the beginning and ending balances for each deferral item. The current year expense reflects the change in deferral balances for the measurement year.

Deferred Inflow/Outflow Balances Fiscal Year Ending June 30, 2023

	<i>Beginning Balance</i>	<i>Change Due to New Deferrals</i>	<i>Change Due to Recognition</i>	<i>Ending Balance</i>
Experience (Gains)/Losses	(\$3,489,663)	\$30,060	\$555,349	(\$2,904,254)
Assumption Changes	\$635,393	(\$1,099,427)	\$45,086	(\$418,948)
Investment (Gains)/Losses	\$0	\$0	\$0	\$0
Deferred Balances	(\$2,854,270)	(\$1,069,367)	\$600,435	(\$3,323,202)

The following table shows the reconciliation of Net Position (NOL less the balance of any deferred inflows or outflows). When adjusted for contributions, the change in Net Position is equal to the OPEB expense shown previously on page 3.

Preliminary OPEB Expense Fiscal Year Ending June 30, 2023

	<i>Beginning Net Position</i>	<i>Ending Net Position</i>	<i>Change</i>
Net OPEB Liability (NOL)	\$8,509,530	\$7,846,234	(\$663,296)
Deferred Balances	(\$2,854,270)	(\$3,323,202)	(\$468,932)
Net Position	\$11,363,800	\$11,169,436	(\$194,364)
Adjust Out Employer Contributions			\$342,777
OPEB Expense			\$148,413

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H. Procedures for Future Valuations

GASB 74/75 require annual measurements of liability with a full actuarial valuation required every two years. This means that for the measurement date one year following a full actuarial valuation, a streamlined “roll-forward” valuation may be performed in place of a full valuation. The following outlines the key differences between full and roll-forward valuations.

	Full Actuarial Valuation	Roll-Forward Valuation
Collect New Census Data	Yes	No
Reflect Updates to Plan Design	Yes	No
Update Actuarial Assumptions	Yes	Typically Not
Update Valuation Interest Rate	Yes	Yes
Actual Assets as of Measurement Date	Yes	Yes
Timing	4-6 weeks after information is received	1-2 weeks after information is received
Fees	Full	Reduced
Information Needed from Employer	Moderate	Minimal
Required Frequency	At least every two years	Each year, unless a full valuation is performed

The majority of employers use an alternating cycle of a full valuation one year followed by a roll-forward valuation the next year. However, a full valuation may be required or preferred under certain circumstances. Following are examples of actions that could cause the employer to consider a full valuation instead of a roll-forward valuation.

- The employer adds or terminates a group of participants that constitutes a significant part of the covered group.
- The employer considers or implements changes to retiree benefit provisions or eligibility requirements.
- The employer considers or puts in place an early retirement incentive program.
- The employer desires the measured liability to incorporate more recent census data or assumptions.

We anticipate that the next valuation we perform for Pacific Grove USD will be a full valuation with a measurement date of June 30, 2023 which will be used for the fiscal year ending June 30, 2024.

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PART III: ACTUARIAL ASSUMPTIONS AND METHODS

Following is a summary of actuarial assumptions and methods used in this study. The District should carefully review these assumptions and methods to make sure they reflect the District's assessment of its underlying experience. It is important for Pacific Grove USD to understand that the appropriateness of all selected actuarial assumptions and methods are Pacific Grove USD's responsibility. Unless otherwise disclosed in this report, TCS believes that all methods and assumptions are within a reasonable range based on the provisions of GASB 74 and 75, applicable actuarial standards of practice, Pacific Grove USD's actual historical experience, and TCS's judgment based on experience and training.

A. ACTUARIAL METHODS AND ASSUMPTIONS:

ACTUARIAL COST METHOD: GASB 74 and 75 require use of the entry age actuarial cost method.

Entry age is based on the age at hire for eligible employees. The attribution period is determined as the difference between the expected retirement age and the age at hire. The APVPBP and present value of future service costs are determined on a participant by participant basis and then aggregated.

SUBSTANTIVE PLAN: As required under GASB 74 and 75, we based the valuation on the substantive plan. The formulation of the substantive plan was based on a review of written plan documents as well as historical information provided by Pacific Grove USD regarding practices with respect to employer and employee contributions and other relevant factors.

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B. ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 27 (ASOP 27). Among other things, ASOP 27 provides that economic assumptions should reflect a consistent underlying rate of general inflation. For that reason, we show our assumed long-term inflation rate below.

INFLATION: We assumed 2.50% per year used for pension purposes. Actuarial standards require using the same rate for OPEB that is used for pension.

INVESTMENT RETURN / DISCOUNT RATE: We assumed 3.54% per year net of expenses. This is based on the Bond Buyer 20 Bond Index.

TREND: We assumed 4.00% per year. Our long-term trend assumption is based on the conclusion that, while medical trend will continue to be cyclical, the average increase over time cannot continue to outstrip general inflation by a wide margin. Trend increases in excess of general inflation result in dramatic increases in unemployment, the number of uninsured and the number of underinsured. These effects are nearing a tipping point which will inevitably result in fundamental changes in health care finance and/or delivery which will bring increases in health care costs more closely in line with general inflation. We do not believe it is reasonable to project historical trend vs. inflation differences several decades into the future.

PAYROLL INCREASE: We assumed 2.75% per year. Since benefits do not depend on salary (as they do for pensions), this assumption is only used to determine the accrual pattern of the Actuarial Present Value of Projected Benefit Payments.

FIDUCIARY NET POSITION (FNP): The following table shows the beginning and ending FNP numbers that were provided by Pacific Grove USD.

Fiduciary Net Position as of June 30, 2022

	<i>06/30/2021</i>	<i>06/30/2022</i>
Cash and Equivalents	\$0	\$0
Contributions Receivable	\$0	\$0
Total Investments	\$0	\$0
Capital Assets	\$0	\$0
Total Assets	\$0	\$0
Benefits Payable	\$0	\$0
Fiduciary Net Position	\$0	\$0

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C. NON-ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 35 (ASOP 35). See Appendix C, Paragraph 52 for more information.

MORTALITY

<i>Participant Type</i>	<i>Mortality Tables</i>
Certificated	2020 CalSTRS Mortality
Classified	2017 CalPERS Mortality for Miscellaneous and Schools Employees

RETIREMENT RATES

<i>Employee Type</i>	<i>Retirement Rate Tables</i>
Certificated	Hired 2012 and earlier: 2020 CalSTRS 2.0% @60 Rates Hired 2013 and later: 2020 CalSTRS 2.0% @62 Rates
Classified	Hired 2012 and earlier: 2017 CalPERS 2.0% @55 Rates for Schools Employees Hired 2013 and later: 2017 CalPERS 2.0% @62 Rates for Schools Employees
Confidential	Hired 2012 and earlier: 2017 CalPERS 2.0% @55 Rates for Schools Employees Hired 2013 and later: 2017 CalPERS 2.0% @62 Rates for Schools Employees
Management	Hired 2012 and earlier: 2017 CalPERS 2.0% @55 Rates for Schools Employees Hired 2013 and later: 2017 CalPERS 2.0% @62 Rates for Schools Employees

COSTS FOR RETIREE COVERAGE

Retiree liabilities are based on actual retiree premium plus an implicit rate subsidy of 41.0% of non-Medicare medical premium. Liabilities for active participants are based on the first year costs shown below, which include the implicit rate subsidy. Subsequent years' costs are based on first year costs adjusted for trend and limited by any District contribution caps.

<i>Participant Type</i>	<i>Future Retirees Pre-65</i>	<i>Future Retirees Post-65</i>
Certificated	Employer portion of premium: \$3,000 Implied rate subsidy: \$5,015	Dental and Vision: \$852 Medical: \$1,824
Classified	Employer portion of premium: \$6,225 Implied rate subsidy: \$5,545	\$600
Confidential	Employer portion of premium: \$6,225 Implied rate subsidy: \$5,545	Dental and Vision: \$852 Medical: \$1,800
Management	Employer portion of premium: \$10,361 Implied rate subsidy: \$5,015	

PARTICIPATION RATES

<i>Employee Type</i>	<i><65 Non-Medicare Participation %</i>	<i>65+ Medicare Participation %</i>
Certificated	Nominal Benefit: 98% Implied Subsidy: 90%	98%
Classified	Nominal Benefit: 98% Implied Subsidy: 90%	98%
Confidential	Nominal Benefit: 98% Implied Subsidy: 90%	98%
Management	100%	

TURNOVER

<i>Employee Type</i>	<i>Turnover Rate Tables</i>
Certificated	2020 CalSTRS Termination Rates
Classified	2017 CalPERS Termination Rates for School Employees

SPOUSE PREVALENCE

To the extent not provided and when needed to calculate benefit liabilities, 80% of retirees assumed to be married at retirement. After retirement, the percentage married is adjusted to reflect mortality.

SPOUSE AGES

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To the extent spouse dates of birth are not provided and when needed to calculate benefit liabilities, female spouse assumed to be three years younger than male.

AGING FACTORS

We used aging factors from "Health Care Costs - From Birth to Death" prepared by Dale Yamamoto and published in 2013 by the Society of Actuaries as part of the Health Care Cost Institute's Independent Report Series - Report 2013-1.

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PART IV: APPENDICES

APPENDIX A: DEMOGRAPHIC DATA BY AGE

ELIGIBLE ACTIVE EMPLOYEES BY AGE AND EMPLOYEE CLASS

<i>Age</i>	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Under 25	2	0	2	0	0
25 – 29	18	5	13	0	0
30 – 34	28	12	15	0	1
35 – 39	23	13	9	0	1
40 – 44	35	20	12	2	1
45 – 49	35	20	13	0	2
50 – 54	55	26	22	0	7
55 – 59	45	25	16	0	4
60 – 64	29	12	14	1	2
65 and older	12	2	9	1	0
Total	282	135	125	4	18

ELIGIBLE ACTIVE EMPLOYEES BY AGE AND SERVICE

<i>Total</i>	<i>Under 5 Years of Service</i>	<i>5 – 9 Years of Service</i>	<i>10 – 14 Years of Service</i>	<i>15 – 19 Years of Service</i>	<i>20 – 24 Years of Service</i>	<i>25 – 29 Years of Service</i>	<i>30 – 34 Years of Service</i>	<i>Over 34 Years of Service</i>
Under 25	2	2						
25 – 29	18	18						
30 – 34	28	20	8					
35 – 39	23	10	9	2	2			
40 – 44	35	14	12	4	4		1	
45 – 49	35	11	13	6		4		1
50 – 54	55	13	19	12	1	5	1	4
55 – 59	45	10	9	4	6	3	5	8
60 – 64	29	3	7	6	6	4		2
65 and older	12			3	3	3	2	1
Total	282	101	77	37	22	19	9	15

ELIGIBLE RETIREES BY AGE AND EMPLOYEE CLASS

<i>Age</i>	<i>Total</i>	<i>Certificated</i>	<i>Classified</i>	<i>Confidential</i>	<i>Management</i>
Under 50	0	0	0	0	0
50 – 54	0	0	0	0	0
55 – 59	3	2	1	0	0
60 – 64	9	5	3	0	1
65 – 69	36	22	12	2	0
70 – 74	41	34	4	3	0
75 – 79	26	18	8	0	0
80 – 84	13	11	1	0	1
85 – 89	2	2	0	0	0
90 and older	0	0	0	0	0
Total	130	94	29	5	2

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APPENDIX B: ADMINISTRATIVE BEST PRACTICES

It is outside the scope of this report to make specific recommendations of actions Pacific Grove USD should take to manage the liability created by the current retiree health program. The following items are intended only to allow the District to get more information from this and future studies. Because we have not conducted a comprehensive administrative audit of Pacific Grove USD's practices, it is possible that Pacific Grove USD is already complying with some or all of these suggestions.

- We suggest that Pacific Grove USD maintain an inventory of all benefits and services provided to retirees – whether contractually or not and whether retiree-paid or not. For each, Pacific Grove USD should determine whether the benefit is material and subject to GASB 74 and/or 75.
- Under GASB 75, it is important to isolate the cost of retiree health benefits. Pacific Grove USD should have all premiums, claims and expenses for retirees separated from active employee premiums, claims, expenses, etc. To the extent any retiree benefits are made available to retirees over the age of 65 – *even on a retiree-pay-all basis* – all premiums, claims and expenses for post-65 retiree coverage should be segregated from those for pre-65 coverage. Furthermore, Pacific Grove USD should arrange for the rates or prices of all retiree benefits to be set on what is expected to be a self-sustaining basis.
- Pacific Grove USD should establish a way of designating employees as eligible or ineligible for future OPEB benefits. Ineligible employees can include those in ineligible job classes; those hired after a designated date restricting eligibility; those who, due to their age at hire cannot qualify for District-paid OPEB benefits; employees who exceed the termination age for OPEB benefits, etc.
- Several assumptions were made in estimating costs and liabilities under Pacific Grove USD's retiree health program. Further studies may be desired to validate any assumptions where there is any doubt that the assumption is appropriate. (See Part III of this report for a summary of assumptions.) For example, Pacific Grove USD should maintain a retiree database that includes – in addition to date of birth, gender and employee classification – retirement date and (if applicable) dependent date of birth, relationship and gender. It will also be helpful for Pacific Grove USD to maintain employment termination information – namely, the number of OPEB-eligible employees in each employee class that terminate employment each year for reasons other than death, disability or retirement.

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APPENDIX C: GASB 74/75 ACCOUNTING ENTRIES AND DISCLOSURES

This report does not necessarily include the entire accounting values. As mentioned earlier, there are certain deferred items that are employer-specific. The District should consult with its auditor if there are any questions about what, if any, adjustments may be appropriate.

GASB 74/75 include a large number of items that should be included in the Note Disclosures and Required Supplementary Information (RSI) Schedules. Many of these items are outside the scope of the actuarial valuation. However, following is information to assist the District in complying with GASB 74/75 disclosure requirements:

Paragraph 50: Information about the OPEB Plan

Most of the information about the OPEB plan should be supplied by Pacific Grove USD. Following is information to help fulfill Paragraph 50 reporting requirements.

50.c: Following is a table of plan participants

	Number of Participants
Inactive Employees Currently Receiving Benefit Payments	130
Inactive Employees Entitled to But Not Yet Receiving Benefit Payments*	0
Participating Active Employees	<u>282</u>
Total Number of participants	412

*We were not provided with information about any terminated, vested employees

Paragraph 51: Significant Assumptions and Other Inputs

Shown in Part III.

Paragraph 52: Information Related to Assumptions and Other Inputs

The following information is intended to assist Pacific Grove USD in complying with the requirements of Paragraph 52.

52.b: Mortality Assumptions Following are the tables the mortality assumptions are based upon. Inasmuch as these tables are based on appropriate populations, and that these tables are used for pension purposes, we believe these tables to be the most appropriate for the valuation.

Mortality Table	2017 CalPERS Mortality for Miscellaneous and Schools Employees
Disclosure	The mortality assumptions are based on the 2017 CalPERS Mortality for Miscellaneous and Schools Employees table created by CalPERS. CalPERS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalPERS analysis.

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Mortality Table	2017 CalPERS Retiree Mortality for Miscellaneous and Schools Employees
Disclosure	The mortality assumptions are based on the 2017 CalPERS Retiree Mortality for Miscellaneous and Schools Employees table created by CalPERS. CalPERS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalPERS analysis.

Mortality Table	2020 CalSTRS Mortality
Disclosure	The mortality assumptions are based on the 2020 CalSTRS Mortality table created by CalSTRS. CalSTRS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalSTRS analysis.

52.c: Experience Studies Following are the tables the retirement and turnover assumptions are based upon. Inasmuch as these tables are based on appropriate populations, and that these tables are used for pension purposes, we believe these tables to be the most appropriate for the valuation.

Retirement Tables

Retirement Table	2017 CalPERS 2.0% @55 Rates for Schools Employees
Disclosure	The retirement assumptions are based on the 2017 CalPERS 2.0% @55 Rates for Schools Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Retirement Table	2017 CalPERS 2.0% @62 Rates for Schools Employees
Disclosure	The retirement assumptions are based on the 2017 CalPERS 2.0% @62 Rates for Schools Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Retirement Table	2020 CalSTRS 2.0% @60 Rates
Disclosure	The retirement assumptions are based on the 2020 CalSTRS 2.0% @60 Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Retirement Table	2020 CalSTRS 2.0% @62 Rates
Disclosure	The retirement assumptions are based on the 2020 CalSTRS 2.0% @62 Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

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Turnover Tables

Turnover Table	2017 CalPERS Termination Rates for School Employees
Disclosure	The turnover assumptions are based on the 2017 CalPERS Termination Rates for School Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Turnover Table	2020 CalSTRS Termination Rates
Disclosure	The turnover assumptions are based on the 2020 CalSTRS Termination Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

For other assumptions, we use actual plan provisions and plan data.

52.d: The alternative measurement method was not used in this valuation.

52.e: NOL using alternative trend assumptions The following table shows the Net OPEB Liability with a healthcare cost trend rate 1% higher and 1% lower than assumed in the valuation.

	Trend 1% Lower	Valuation Trend	Trend 1% Higher
Net OPEB Liability	\$7,211,058	\$7,846,234	\$8,562,267

Paragraph 53:

Discount Rate

The following information is intended to assist Pacific Grove USD to comply with Paragraph 53 requirements.

53.a: A discount rate of 3.54% was used in the valuation. The interest rate used in the prior valuation was 2.16%.

53.b: We assumed that all contributions are from the employer.

53.c: There are no plan assets.

53.d: The interest assumption reflects a municipal bond rate. We used the Bond Buyer 20 Index at June 30, 2022 resulting in a rate of 3.54%.

53.e: Not applicable.

53.f: There are no plan assets.

53.g: The following table shows the Net OPEB liability with a discount rate 1% higher and 1% lower than assumed in the valuation.

	Discount Rate	Valuation	Discount Rate
	1% Lower	Discount Rate	1% Higher
Net OPEB Liability	\$8,648,163	\$7,846,234	\$7,291,900

Paragraph 55:

Changes in the Net OPEB Liability

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Please see reconciliation on pages 2 or 12.

Paragraph 56: Additional Net OPEB Liability Information

The following information is intended to assist Pacific Grove USD to comply with Paragraph 56 requirements.

56.a: The valuation date is June 30, 2021.

The measurement date is June 30, 2022.

56.b: We are not aware of a special funding arrangement.

56.c: The interest assumption changed from 2.16% to 3.54%.

56.d: There were no changes in benefit terms since the prior measurement date.

56.e: Not applicable

56.f: To be determined by the employer

56.g: To be determined by the employer

56.h: Other than contributions after the measurement, all deferred inflow and outflow balances are shown on page 12 and in Appendix D

56.i: Future recognition of deferred inflows and outflows is shown in Appendix D

Paragraph 57: Required Supplementary Information

57.a: Please see reconciliation on pages 2 or 12. Please see the notes for Paragraph 244 below for more information.

57.b: These items are provided on pages 2 and 12 for the current valuation, except for covered payroll, which should be determined based on appropriate methods.

57.c: We have not been asked to calculate an actuarially determined contribution amount. We assume the District contributes on an ad hoc basis, but in an amount sufficient to fully fund the obligation over a period not to exceed 22 years.

57.d: We are not aware that there are any statutorily or contractually established contribution requirements.

Paragraph 58: Actuarially Determined Contributions

We have not been asked to calculate an actuarially determined contribution amount. We assume the District contributes on an ad hoc basis, but in an amount sufficient to fully fund the obligation over a period not to exceed 22 years.

Paragraph 244: Transition Option

Prior periods were not restated due to the fact that prior valuations were not rerun in accordance with GASB 75. It was determined that the time and expense necessary to rerun prior valuations and to restate prior financial statements was not justified.

Total Compensation Systems, Inc.

APPENDIX D: DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES

EXPERIENCE GAINS AND LOSSES

**Increase (Decrease) in OPEB Expense Arising from the Recognition of Effects of
Experience Gains and Losses
(Measurement Periods)**

Measurement Period	Experience (Gain)/Loss	Original Recognition Period (Years)	Amounts Recognized in OPEB Expense through 2021	2022	Amounts to be Recognized in OPEB Expense after 2022	2023	2024	2025	2026	2027	Thereafter
2018-19	(\$3,431,279)	8.7	(\$1,183,200)	(\$394,400)	(\$1,853,679)	(\$394,400)	(\$394,400)	(\$394,400)	(\$394,400)	(\$276,079)	
2019-20	(\$79,139)	8.7	(\$18,194)	(\$9,097)	(\$51,848)	(\$9,097)	(\$9,097)	(\$9,097)	(\$9,097)	(\$9,097)	(\$6,363)
2020-21	(\$1,335,987)	8.6	(\$155,348)	(\$155,348)	(\$1,025,291)	(\$155,348)	(\$155,348)	(\$155,348)	(\$155,348)	(\$155,348)	(\$248,551)
2021-22	\$30,060	8.6	\$0	\$3,496	\$26,564	\$3,496	\$3,496	\$3,496	\$3,496	\$3,496	\$9,084
Net Increase (Decrease) in OPEB Expense			(\$1,356,742)	(\$555,349)	(\$2,904,254)	(\$555,349)	(\$555,349)	(\$555,349)	(\$555,349)	(\$437,028)	(\$245,830)

Total Compensation Systems, Inc.

CHANGES OF ASSUMPTIONS

Increase (Decrease) in OPEB Expense Arising from the Recognition of Effects of Changes of Assumptions (Measurement Periods)

Measurement Period	Changes of Assumptions	Original Recognition Period (Years)	Amounts Recognized in OPEB Expense through 2021	Amounts to be Recognized in OPEB Expense after 2022								
				2022	2023	2024	2025	2026	2027	Thereafter		
2017-18	(\$280,400)	7.3	(\$153,644)	(\$38,411)	(\$88,345)	(\$38,411)	(\$38,411)	(\$11,523)				
2018-19	\$196,109	8.7	\$67,626	\$22,542	\$105,941	\$22,542	\$22,542	\$22,542	\$22,542	\$15,773		
2019-20	\$1,120,109	8.7	\$257,498	\$128,749	\$733,862	\$128,749	\$128,749	\$128,749	\$128,749	\$128,749	\$90,117	
2020-21	(\$259,070)	8.6	(\$30,125)	(\$30,125)	(\$198,820)	(\$30,125)	(\$30,125)	(\$30,125)	(\$30,125)	(\$30,125)	(\$48,195)	
2021-22	(\$1,099,427)	8.6	\$0	(\$127,841)	(\$971,586)	(\$127,841)	(\$127,841)	(\$127,841)	(\$127,841)	(\$127,841)	(\$332,381)	
Net Increase (Decrease) in OPEB Expense			\$141,355	(\$45,086)	(\$418,948)	(\$45,086)	(\$45,086)	(\$18,198)	(\$6,675)	(\$13,444)	(\$290,459)	

Total Compensation Systems, Inc.

INVESTMENT GAINS AND LOSSES

Increase (Decrease) in OPEB Expense Arising from the Recognition of Effects of Investment Gains and Losses (Measurement Periods)

Measurement Period	Investment (Gain)/Loss	Original Recognition Period (Years)	Amounts Recognized in OPEB Expense through 2021	2022	Amounts to be Recognized in OPEB Expense after 2022	2023	2024	2025	2026	2027	Thereafter
2021-22	\$0	0	\$0	\$0	\$0						
Net Increase (Decrease) in OPEB Expense			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Total Compensation Systems, Inc.

APPENDIX E: GLOSSARY OF RETIREE HEALTH VALUATION TERMS

Note: The following definitions are intended to help a *non-actuary* understand concepts related to retiree health valuations. Therefore, the definitions may not be actuarially accurate.

<u>Actuarial Cost Method:</u>	A mathematical model for allocating OPEB costs by year of service. The only actuarial cost method allowed under GASB 74/75 is the entry age actuarial cost method.
<u>Actuarial Present Value of Projected Benefit Payments:</u>	The projected amount of all OPEB benefits to be paid to current and future retirees discounted back to the valuation or measurement date.
<u>Deferred Inflows/Outflows of Resources:</u>	A portion of certain items that can be deferred to future periods or that weren't reflected in the valuation. The former includes investment gains/losses, actuarial gains/losses, and gains/losses due to changes in actuarial assumptions or methods. The latter includes contributions made to a trust subsequent to the measurement date but before the statement date.
<u>Discount Rate:</u>	Assumed investment return net of all investment expenses. Generally, a higher assumed interest rate leads to lower service costs and total OPEB liability.
<u>Fiduciary Net Position:</u>	Net assets (liability) of a qualifying OPEB "plan" (i.e. qualifying irrevocable trust or equivalent arrangement).
<u>Implicit Rate Subsidy:</u>	The estimated amount by which retiree rates are understated in situations where, for rating purposes, retirees are combined with active employees and the employer is expected, in the long run, to pay the underlying cost of retiree benefits.
<u>Measurement Date:</u>	The date at which assets and liabilities are determined in order to estimate TOL and NOL.
<u>Mortality Rate:</u>	Assumed proportion of people who die each year. Mortality rates always vary by age and often by sex. A mortality table should always be selected that is based on a similar "population" to the one being studied.
<u>Net OPEB Liability (NOL):</u>	The Total OPEB Liability minus the Fiduciary Net Position.
<u>OPEB Benefits:</u>	Other Post Employment Benefits. Generally, medical, dental, prescription drug, life, long-term care or other postemployment benefits that are not pension benefits.
<u>OPEB Expense:</u>	This is the amount employers must recognize as an expense each year. The annual OPEB expense is equal to the Service Cost plus interest on the Total OPEB Liability (TOL) plus change in TOL due to plan changes minus projected investment income; all adjusted to reflect deferred inflows and outflows of resources.
<u>Participation Rate:</u>	The proportion of retirees who elect to receive retiree benefits. A lower participation rate results in lower service cost and a TOL. The participation rate often is related to retiree contributions.

Total Compensation Systems, Inc.

<u>Pay As You Go Cost:</u>	The projected benefit payments to retirees in a given year as estimated by the actuarial valuation. Actual benefit payments are likely to differ from these estimated amounts. For OPEB plans that do not pre-fund through an irrevocable trust, the Pay As You Go Cost serves as an estimated amount to budget for annual OPEB payments.
<u>Retirement Rate:</u>	The proportion of active employees who retire each year. Retirement rates are usually based on age and/or length of service. (Retirement rates can be used in conjunction with the service requirement to reflect both age and length of service). The more likely employees are to retire early, the higher service costs and actuarial accrued liability will be.
<u>Service Cost:</u>	The annual dollar value of the “earned” portion of retiree health benefits if retiree health benefits are to be fully accrued at retirement.
<u>Service Requirement:</u>	The proportion of retiree benefits payable under the OPEB plan, based on length of service and, sometimes, age. A shorter service requirement increases service costs and TOL.
<u>Total OPEB Liability (TOL):</u>	The amount of the actuarial present value of projected benefit payments attributable to participants’ past service based on the actuarial cost method used.
<u>Trend Rate:</u>	The rate at which the employer’s share of the cost of retiree benefits is expected to increase over time. The trend rate usually varies by type of benefit (e.g. medical, dental, vision, etc.) and may vary over time. A higher trend rate results in higher service costs and TOL.
<u>Turnover Rate:</u>	The rate at which employees cease employment due to reasons other than death, disability or retirement. Turnover rates usually vary based on length of service and may vary by other factors. Higher turnover rates reduce service costs and TOL.
<u>Valuation Date:</u>	The date as of which the OPEB obligation is determined by means of an actuarial valuation. Under GASB 74 and 75, the valuation date does not have to coincide with the statement date, but can’t be more than 30 months prior.

- | | |
|---|---|
| <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 checked="" 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: ABM Building Solutions, LLC Master Development Agreement (MDA)

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

District Administration recommends the Board review and approved the Master Development Agreement (MDA) from ABM Building Solutions, LLC.

BACKGROUND:

The District Administration has been working to develop an actionable plan that moves PGUSD toward district wide efficiency of resources, and the introduction of a higher level of indoor air quality in our schools.

ABM Group, LLC presented their no cost Preliminary Assessment (PA) for all District facilities at the May 18th 2023 meeting. The assessment identified areas in which the District infrastructure would benefit from equipment and/or system improvements. Areas of scope included review of existing mechanical systems, interior and exterior lighting, building envelope, water use, as well as the potential for electrical storage systems.

The Board directed staff following the presentation by ABM Group, LLC to enter into a Master Development Agreement (MDA) which is attached for your review and approval. The District will compensate the ABM Group, INC the sum of \$35,000 (Thirty Five Thousand Dollars) for the final MDA which will be presented to the Board of Trustees in September 2023.

INFORMATION:

The District Administration recommends the Board approve the Master Development Agreement (MDA) with ABM Building Solutions, LLC.

FISCAL IMPACT:

General Fund, \$35,000 for FY 2023-24



Master Development Agreement

MASTER DEVELOPMENT AGREEMENT BETWEEN

Pacific Grove Unified School District
435 Hillcrest Avenue,
Pacific Grove, CA, 93950

AND

ABM Building Solutions, LLC
6200 Goodyear Rd,
Benicia, CA, 94510

The purpose of this Master Development Agreement (MDA) is to confirm the intent of ABM Building Solutions, LLC (ABM) and Pacific Grove Unified School District hereinafter referred to as (Client), together referred to as the "Parties", to develop a Guaranteed Energy Savings Agreement for the locations and facilities outlined in Appendix A. This agreement will provide the basis of the scope of the MDA, the obligations of both parties, the financial metrics to be met, the intended outcomes and timeline.

WITNESSETH:

WHEREAS, the District is authorized to expedite the acquisition, including installation and financing, of energy conservation measures at District facilities in reliance on a report or assessment demonstrating that the cost of the energy conservation measures, including costs of design, construction, and operations of the facility(ies) are projected to be repaid from revenues resulting from savings on current expenses; and

WHEREAS ABM represents that it is an energy services company with the technical and management capabilities and experience to perform energy conservation feasibility analysis or audit ("Assessment") and identify and implement energy retrofits and energy conservation measures ("ECMs") in accordance with California Title I [100 - 7931.000] (Title 1 enacted by Stats. 1943, Ch. 134.) Chapter 32 Energy Conservation Contracts [4217.10 - 4217.18] (Chapter 3.2 added by Stats. 1983, Ch. 868, Sec. 1.); and

WHEREAS, ABM will evaluate, and with Client's approval, implement, economically feasible measures to improve the Client's infrastructures; and

NOW, THEREFORE, for the mutual promises contained herein, and for good and valuable consideration, the sufficiency of which is hereby acknowledged, the Parties agree as follows:

ABM agrees to undertake a detailed development of the following Scope of Work. Upon reliance of the detailed development, Client shall consider approval of a Project Agreement with ABM to install the Improvement Measures.

1. Scope of Work

It is the Parties' mutual understanding that as part of this MDA, ABM and Client agree to the following:

Develop a project which will fund the Measures utilizing utility, operational, maintenance, capital cost avoidance savings and any other available funding sources, including local capital contributions and grants/ foundation resources, over a maximum period of 20 years.

Develop Measures which will lower the Clients operating costs and/or improve facility operating & environmental conditions.

ABM Building Solutions, LLC

Allowable project savings and funding sources include, but are not limited to:

- Electrical consumption (kwh), Electrical Demand (kW, on- and off-peak), Potable water consumption (kgal), Sewer consumption (kgal), Reclaimed usage (kgal), Natural gas consumption (Therms), Steam (MMBtu), and Chilled Water (ton-hours)
- Utility marketing, distribution, and/or delivery costs
- Existing services contract cost savings throughout the project term or other cost savings attributable to the Client's behavioral modifications, facility operating schedule or efficiency plan
- Deferral of service contract costs
- Escalation rates for utilities, commodities, labor, maintenance, and material shall be the greater of 3% annually, actual calculated escalation or the Consumer Price Index (CPI)
- Utility rate structure adjustments (rate category changes)
- Deferred maintenance reduction and/or emergency repair costs
- Capital Improvement Budget funds; Capital contribution, adjustment, or re-allocation funds; and/or offset of future Client costs
- Applicable Bond or Tax Referendum proceeds
- Utility Provider and/or State or Federal rebates or grants
- Enhanced and/or additional financial benefits created as a result of the installation of the Measures

The Detailed Development included in this scope of work will result in the delivery of a written final business case, in the form of a Project Agreement, based on a fixed-firm price to install selected Measures and the realization of guaranteed savings for an agreed-to term ("Detailed Development Summary").

Additional Measures can be included in the scope of work of this MDA through mutual written agreement of ABM and Client. Compensation to ABM for the additional Measures' development costs incurred because of scope of work additions as described above shall be negotiated in accordance with the terms, conditions and unit pricing set forth in Section 4.

The end work product will be a specific list of Measures with the following corresponding information:

- i) Final savings calculations for energy, operational, and other savings and a defined measurement and verification plan for each Measure.
- ii) Final Project savings and cost included in the Implementation Contract on a firm-fixed price basis.
- iii) Draft version of the Implementation Contract for negotiation of final terms and conditions with Client.

ABM shall commence Work upon approval of this Agreement.

2. Records and Data

During the Development Phase, the Client will furnish to ABM upon its request, accurate and complete data concerning current costs, budgets, facilities requirements, future projected loads, facility operating requirements, etc. More specific information requested by ABM is included in Appendix B. ABM will provide a separate document with the required information and the Client shall make every reasonable effort to provide that information within 5 days of request.

3. Preparation of "Project Agreement"

Along with the Scope of Work required under this Agreement, ABM will develop the framework of the subsequent Project Agreement, Energy Agreement, and the Financing Agreement if applicable. These Agreements shall be co-developed by ABM and the Client during the term of this MDA. These documents will vary dependent on the Client's desired structure, but where possible shall be standardized ABM documents for most expedient delivery.

ABM Building Solutions, LLC

4. Price and Payment Terms

Pricing for Development

Client agrees to pay to ABM the sum of \$35,000 (Thirty Five Thousand Dollars) within thirty (30) days after the delivery to the Client of the documentation described under Paragraph 1 of this Agreement. However, Client will have no obligation to pay this amount if:

ABM and the Client execute the "Project Agreement" (outlined in Paragraph 3) within thirty (30) days after the delivery to the Client of the documentation described under Paragraph 1 of this Agreement. Costs for the Development will be transferred to the total cost of the Implementation Contract and be subject to the payment terms outlined in the Implementation Contract.

6. Timeline

It is the intent and commitment of the Parties identified in this Agreement to work diligently, and cause others under their direction to work diligently toward meeting the timeline shown below.

	Date*
Master Development Agreement (MDA) Approved by Client	June 2023
Client Workshops to Administration, Facility Committee, Governing Board	Ongoing
ABM to Complete Project Development and Provide Firm Project Agreement	September 2023
Presentation to District Administration and Facility Committee	September 2023
Informational Session to full Governing Board	September 2023
Client to Approve ABM Contracts	October 2023

*These are anticipated timeframes and may be modified by subsequent work plans approved by the parties.

7. Miscellaneous Provisions

This Agreement cannot be assigned by either party without the prior written consent of the other party. This Agreement is the entire Agreement between ABM and Client and supersedes any prior oral understandings, written agreements, proposals, or other communications between ABM and the Client. Any change or modification to this Agreement will not be effective unless made in writing. This written instrument must specifically indicate that it is an amendment, change, or modification to this Agreement.

This document represents the business intent of both Parties and should be executed by the Parties who would ultimately be signatory to a final agreement.

Pacific Grove Unified School District

ABM Building Solutions, LLC

Joshua Jorn

Richard Cooke

Assistant Superintendent – Business Services

Vice President

Date

Date

APPENDIX A

Locations and Facilities

District Office	435 Hillcrest Ave, Pacific Grove, CA, 93950
Pacific Grove High School	615 Sunset Drive, Pacific Grove, CA, 93950
Pacific Grove Adult School	1025 Lighthouse Ave, Pacific Grove, CA, 93950
Robert Down Elem.	485 Pine Ave, Pacific Grove, CA, 93950
Pacific Grove Middle School	835 Forest Ave, Pacific Grove, CA, 93950
Forest Grove Elem.	1065 Congress Ave, Pacific Grove, CA, 93950
Community HS	1004 David Ave, Pacific Grove, CA, 93950

APPENDIX B

1. Physical address and square footage for all facilities listed in Appendix A
2. 24 months of utility bills (electric, gas, and water) for all facilities listed in Appendix A
3. 24 months of operating expenses for HVAC, lighting, and plumbing equipment purchases, 3rd party repairs, or 3rd party maintenance services
4. Scheduled access to all facilities listed in Appendix A, please provide escorts as required
5. Scheduled access to staff to address questions, and/or identify District needs
6. Access to facility drawings/plans (mechanical, electrical, and structural) for all facilities listed in Appendix A
7. Building occupancy (number of staff & students) for all facilities listed in Appendix A
8. Building occupancy schedules for all facilities listed in Appendix 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: Quarterly Report on Williams Uniform Complaints

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

For the fourth quarter of the 2022-23 academic year, there were no incidents or complaints filed against any of the criteria: Therefore, it is acknowledged that

1. There are sufficient textbooks and instructional materials for each student to use in class;
2. School facilities are clean, safe and maintained in good repair;
3. There are no teacher vacancies or misassignments;
4. Parents, teachers and the public know how to obtain complaint forms.

FISCAL IMPACT:

None.

Academic School Year 2022-2023

Non-Williams District Uniform Complaints Quarterly Report

[Education Code § 35186]

- | | | |
|--|---|---|
| <input type="checkbox"/> Big Sur Unified School District | <input type="checkbox"/> Lagunita School District | <input type="checkbox"/> San Ardo Union School District |
| <input type="checkbox"/> Bradley Union School District | <input type="checkbox"/> Mission Union School District | <input type="checkbox"/> San Lucas Union School District |
| <input type="checkbox"/> Carmel Unified School District | <input checked="" type="checkbox"/> Pacific Grove Unified School District | <input type="checkbox"/> Spreckels Union School District |
| <input type="checkbox"/> Graves School District | <input type="checkbox"/> San Antonio Union School District | <input type="checkbox"/> Washington Union School District |

Form Completed By: Mandi Ackerman Title: Executive Assistant

Quarterly Report Submission Date: *(Please check one)*

<input type="checkbox"/> October 2022	<input type="checkbox"/> April 2023
<input type="checkbox"/> January 2023	<input checked="" type="checkbox"/> July 2023

Date for information to be reported publicly at governing board meeting: 06/01/23

Please check the box that applies:

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

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignments			
Facilities Conditions			
TOTALS	0	0	0

Ralph G. Porras

Print Name of District Superintendent



Signature of District Superintendent

06/01/23
Date

Monterey County Office of Education
 Submit Non-Williams Quarterly Report to: Student Services,
 Juanita Martinez, jmartine@montereycoe.org

- | | |
|--|---|
| <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 with The Bay School, Non-Public School

DATE: June 1, 2023

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

RECOMMENDATION:

The District Administration recommends the Board consent to the placement of a student at The Bay School, Non-Public School for tuition and services for a student placed through the IEP process.

BACKGROUND:

At times, students may need educational programs that are not available within the public schools. Their IEP teams, with parental consent, may place students into a state certified nonpublic day school. The Monterey County Special Education Local Plan Area (SELPA) holds the Master Contract with The Bay School for all county districts that may require placement of a student.

The Master Contract specifies the general administrative, financial, and statutory agreements between the NPS or NPA and the responsible educational agency. The Monterey County SELPA Executive Director has been authorized to enter into master contracts with NPSs and NPAs that are used by multiple LEAs within the SELPA.

Following execution of a master contract, an individual services agreement (ISA) must be developed, executed, and implemented by the responsible LEA that outlines the specific special education and related services that will be provided to the individual student.

INFORMATION:

As per the student’s Individualized Education Plan, the student requires continued placement at The Bay School in order to provide and support the student’s needs. As per the Master Contract, The Bay School will issue an Individual Service Agreement (ISA) detailing cost of tuition and services for the 23/24 school year. Attached you will find the 22/23 School Year ISA for your reference, a new ISA will be provided to our district for the 23/24 school year at a later date.

FISCAL IMPACT:

\$135,914.97 based on projected rates
 Previously budgeted Special Education contracts

**INDIVIDUAL SERVICES AGREEMENT
FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)**

This agreement is effective on July 1st, 2022 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2023, unless sooner terminated as provided in the Master Contract and by applicable law.

LOCAL EDUCATION AGENCY (LEA)

Street Address: 435 Hillcrest Ave.
 City, State, Zip: Pacific Grove, CA 96950
 Contact Name (Program): Clare Davies
 Phone: 831-646-6523
 Email: cdavies@pgusd.org
 Fax: _____
 Contact Name (Business): Sara Birkett
 Phone: 831-646-6524
 Email: sbirkett@pgusd.org
 Fax: _____

NONPUBLIC SCHOOL/AGENCY

Street Address: 1026 Capitola Road
 City, State, Zip: Santa Cruz, CA 95062
 Contact Name (Program): Andrea Gold
 Phone: 831-462-9620 x212
 Email: agold@thebayschool.org
 Fax: 831-462-9616
 Contact name (Business): Gilbert Arias
 Phone: 831-462-9620 x310
 Email: garias@thebayschool.org
 Fax: 831-462-9616

STUDENT INFORMATION

Student: _____ Date of Birth: _____ Age: _____
 Grade: _____ SSID Number: _____ Student Identification Number: _____ Gender: _____
 Lives With/In _____
 Parent/Guardian Name: _____
 Street Address: _____ P.O. Box: _____ City: _____ Zip: _____
 Home Phone: _____ Work Phone: _____ Cell Phone: _____

CONTRACT DATES

Master Contract Executed: _____ ISA Begins: July 1st, 2022 ISA Ends: June 30, 2023
 Number of Days: Regular Year 190 Extended School Year: 39 Total Contracted Days 229

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

Services	Provider				Duration of Each Session	Cost of Each Session	Number of Sessions per wk/mo/year	Maximum Number of Sessions	Estimated Total Cost for Contracted Period
	LEA	NPS	NPA	Other Specify					
A. Basic Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			\$270.66		229 days	\$61,981.14
B. Related Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
1. Transportation									
a. Paid to NPS/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
b. Reimburse Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2. Counseling									
a. Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
b. Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
c. Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3. Adapted P. E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4. Speech/Language									
a. Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
b. Individual	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		\$115/hr	60min/wk. 30min/no. cons. 120min/yr cons.	47 weeks 12 mo.	\$5,405.00 \$690.00 \$230.00	

- | | |
|--|---|
| <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 with Chartwell School, Non-Public School

DATE: June 1, 2023

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

RECOMMENDATION:

The District Administration recommends the Board approve the contract with Chartwell School, Non-Public School for tuition and services for a student placed through the IEP process.

BACKGROUND:

At times, students may need educational programs that are not available within the public schools. Their IEP teams, with parental consent, may place students into a state certified nonpublic day school. The Monterey County Special Education Local Plan Area (SELPA) holds the Master Contract with Chartwell for all county districts that may require placement of a student.

The Master Contract specifies the general administrative, financial, and statutory agreements between the NPS or NPA and the responsible educational agency. The Monterey County SELPA Executive Director has been authorized to enter into master contracts with NPSs and NPAs that are used by multiple LEAs within the SELPA.

Following execution of a master contract, an individual services agreement (ISA) must be developed, executed, and implemented by the responsible LEA that outlines the specific special education and related services that will be provided to the individual student.

INFORMATION:

As per the student’s Individualized Education Plan, the student requires continued placement at Chartwell School in order to provide and support the student’s needs. As per the Master Contract, Chartwell School will issue an Individual Service Agreement (ISA) detailing cost of tuition and services for the 23/24 school year. Attached you will find the 22/23 School Year ISA for your reference, a new ISA will be provided to our district for the 23/24 school year at a later date.

FISCAL IMPACT:

\$44,350 previously budgeted

CHARTWELL SCHOOL
INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
 (Education Code Sections 56365 et seq.)

This agreement is effective on 8/15/2022 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 15, 2023, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Pacific Grove Unified School District Nonpublic School Chartwell School

LEA Case Manager: Name Clare Davies Phone Number 831-646-6523

Pupil Name [REDACTED] [REDACTED] [REDACTED] Student ID: [REDACTED] Sex: [REDACTED] Grade: [REDACTED]
 (Last) (First) (M.I.)
 Address [REDACTED] City [REDACTED] State/Zip CA

DOB [REDACTED] Residential Setting: X Home Foster LCI # _____ OTHER _____

Parent/Guardian [REDACTED] Phone [REDACTED]
 (Parent 1) (Parent 2)
 Address _____ City _____ State/Zip _____
 (If different from student)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: 355 during the regular school year
 _____ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: 180 during the regular school year
 _____ during the extended school year
3. *Educational services as specified in the CEP (Chartwell Education Plan) shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE EDUCATION PROGRAM:** (Applies to nonpublic schools only): Daily Rate: \$225.00

Estimated Number of Days 180 x Daily Rate \$225= PROJECTED BASIC EDUCATION COSTS (A) \$40,500
This includes the Morning CORE Program and the afternoon Reading Clinic for Session 1.

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group		X		60 min. Yearly	\$120 per 60 min session	1	\$120
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)		X		CONSULT 30 min. monthly	\$60 per 30 minute session	36	\$2,160
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
Collega Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900) Homework Program							
Other (900) Bill Processing	X						\$50
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Professional Development							

ESTIMATED MAXIMUM RELATED SERVICES COST (C) \$ \$2,230

D. SPECIALIZED EQUIPMENT/SUPPLIES _____ \$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES (A, C, & D) or (B, C, & D)
\$ 42,470

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting Requirements: _____ Quarterly Monthly _____ Other (Specify) End of program X

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON :

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-DISTRICT-

Chartwell School

Pacific Grove Unified School District

(Name of Nonpublic School/Agency)

(Name of School District)

B. Danielle Patterson 10/4/22

[Signature] 10-4-2022

(Signature)

(Date)

(Signature)

(Date)

B. Danielle Patterson

JOSHUA SOREN / ASST. SUPERINTENDENT

(Name and Title)

(Name of Superintendent or Authorized Designee)

Head of School.

- | | |
|--|---|
| <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: Renewal of Contract with Medical Billing Technologies, Inc

DATE: June 1, 2023

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the agreement between Medical Billing Technologies, Inc (MBT) and Pacific Grove Unified School District for billing services related to our LEA Medi-Cal Direct Billing Program.

BACKGROUND:

Medical Billing Technologies, Inc assists our district with billing, claims, training and reports for the Medi-Cal Billing Option Program. Providing additional services such as Physician Authorizations/Prescriptions and Speech Protocols, implementation and management of the Random Moment Time Survey (RMTS) process, addition of new practitioner types qualified to participate in the LEA BOP, updates to the annual Cost Reimbursement Comparison Schedule (CRCS) reports.

INFORMATION:

In accordance with Medi-Cal regulations, Medical Billing Technologies (MBT) bills Medi-Cal based on a flat fee for each CPT code procedure submitted on our District’s behalf. LEA Medi-Cal direct billing services include training, submission of claims, compliance, CRCS report completion, speech protocol & OT/PT prescription review.

FISCAL IMPACT:

No fiscal impact.
 The reimbursement amounts from Dept of Health Care Services (DHCS) offsets any costs associated with billing, claim, prescription/protocol and report services provided by MBT.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
INDEPENDENT CONSULTANT AGREEMENT**

CONSULTANT Medical Billing Technologies

SITE/DEPARTMENT Student Services

SUBMITTED BY Clare Davies, Director of Student Services

FUNDING SOURCE [Subject]

AGREEMENT TOTAL AMOUNT Eight percent (8%) of the total reimbursement received by PGUSD (but not to exceed \$10,000.00 per year), plus payments for any Speech Protocols (\$500/each) and Occupational Therapy Prescriptions, Physical Therapy Prescriptions, Mental Health Referrals, Doctors Orders (hereinafter collectively "ORP") at the rate of \$25.00 for each ORP processed.

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and **Medical Billing Technologies** ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a **provider of billing services as related to the LEA Med-Cal Direct Billing Program**. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: **electronically processing any necessary ORP for any Occupational Therapy services, Physical Therapy services, Mental Health services, and Nursing services that the District provides to students.**
2. **Term.** Consultant shall commence providing services under this Agreement on **7/1/2023**, and will diligently perform as required and complete performance by **6/30/2028**. On or before March 30 of each school year either party may terminate this Agreement for the upcoming school year by written

notice to the other party. District's access to MBT's OptiClaim software shall cease upon termination or nonrenewal of this Agreement except as specifically set forth herein.

This Agreement may be terminated at any time upon mutual agreement of the parties. In addition, the Agreement shall automatically terminate if District's participation in the LEA Medi-Cal Billing Program terminates.

3. **Compensation.** District agrees to pay Eight percent (8%) of the total reimbursement received by PGUSD (but not to exceed \$10,000.00 per year), plus payments for any Speech Protocols (\$500/each) and Occupational Therapy Prescriptions, Physical Therapy Prescriptions, Mental Health Referrals, Doctors Orders (hereinafter collectively "ORP") at the rate of \$25.00 for each ORP processed. to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed Eight percent (8%) of the total reimbursement received by PGUSD (but not to exceed \$10,000.00 per year), plus payments for any Speech Protocols (\$500/each) and Occupational Therapy Prescriptions, Physical Therapy Prescriptions, Mental Health Referrals, Doctors Orders (hereinafter collectively "ORP") at the rate of \$25.00 for each ORP processed. during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:
 - 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
 - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
 - 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
 - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services

by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. Material violation of this Agreement by the Consultant; or

7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District

Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act (“FEHA”).

- 12. **Confidentiality.** The Consultant and all Consultant’s agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
- 13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u>	<u>Consultant</u>
Pacific Grove Unified School District	Name: Medical Billing Technologies
435 Hillcrest Avenue	Address: PO Box 709
Pacific Grove, CA 93950	City/State/Zip: Visalia, CA 93279
ATTENTION: Joshua Jorn	Business Phone: 559-901-6023
Assistant Superintendent/CBO	Email (Optional): rmstephens@mbt4schools.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

- 14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
- 15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
- 16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
- 17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.

22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:

- DOJ Clearance Previously Received by District
- Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
- No direct contact or interaction with students

23. **W-9.** Consultant has provided a completed:
 W-9 Form

24. **Type of Business Entity:**

- Corporation, State
- Individual
- Partnership
- Limited Liability Company
- Sole Proprietorship
- Limited Partnership
- Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: Clare Davies, Director of Student Services

Title: [Title]

Date: _____

Signature: _____

Name: _____

Date: _____

Human Resources
(Signed AFTER Board approval)

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

Signature _____ Date _____

Director of Human Resources

- | | |
|---|---|
| <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 checked="" type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Resolution No. 1108 Recognizing June 19, 2023 as Juneteenth in the Pacific Grove Unified School District

DATE: June 1, 2023

PERSON RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends the Board adopt Resolution No. 1108 Recognizing June 19, 2023 as Juneteenth in the Pacific Grove Unified School District.

INFORMATION AND BACKGROUND:

June 19 is the time that many in our nation, recognize Juneteenth as the holiday that celebrates Emancipation Day, the day in history when the last state ratified the Emancipation Proclamation. This date marks the time period where African Americans of Texas received notice from President Lincoln that slavery had been abolished a declaration that was codified in the 13th Amendment of the Constitution of the United States of America. June 19 also marks the day that African Americans in the southern states exercised independence from those who benefitted from their labors in the founding of this nation.

Working with the community, the Board of Education of the Pacific Grove Unified School District is committed to identifying actionable items to improve policies and procedures to improve access to opportunities to ensure that students, families, and staff do not experience inequities in the schools of the Pacific Grove Unified School District.

We stand in solidarity with our African American students, educators, staff and their families.

FISCAL IMPACT:

None

Pacific Grove Unified School District
Board of Education
Resolution Number 1108

**Recognizing June 19, 2023 as Juneteenth in the Pacific
Grove Unified School District**

WHEREAS, June 19 is the time that many in our nation, recognize Juneteenth as the holiday that celebrates Emancipation Day, the day in history when the last state ratified the Emancipation Proclamation; and

WHEREAS, this date marks the time period where African Americans of Texas received notice from President Lincoln that slavery had been abolished a declaration that was codified in the 13th Amendment of the Constitution of the United States of America; and

WHEREAS, June 19 also marks the day that African Americans in the southern states exercised independence from those who benefitted from their labors in the founding of this nation; and

WHEREAS, the journey of African Americans represents both great achievements and great hardship; and

WHEREAS, our nation is currently witnessing the injustice of the African American journey that have existed for far too long, this June 19 celebration weighs heavily on our hearts and our minds as many African Americans continually are not treated equally under the law; and

WHEREAS, the pain and anguish displayed on our national stage developed from generations of systemic racism that impacts our students, families, staff and communities; and

WHEREAS, the educational institutions of this nation, including Pacific Grove Unified School District has a particular responsibility to recognize the painful realities of our history and to make sure that our curriculum reflects these realities; and

WHEREAS, working with the community, the Board of Education of the Pacific Grove Unified School District is committed to identifying actionable items to improve policies and procedures to improve access to opportunities to ensure that students, families, and staff do not experience inequities in the schools of the Pacific Grove Unified School District; and

WHEREAS, we value diversity and are united in our opposition to racism and hate. We stand in solidarity with our African American students, educators, staff and their families.

NOW, THEREFORE, BE IT RESOLVED, that the Pacific Grove Unified School District hereby officially commemorates Juneteenth as a day to celebrate and emphasize a collective call to action against injustice of any kind.

PASSED AND ADOPTED by the Board of Education of the Pacific Grove Unified School District this 1st day of June, 2023 by the following vote:

AYES: NOES: ABSENT:

Carolyn Swanson, President

Jennifer McNary, Vice President

Elliott Hazen, Board Member

Laura Ottmar, Board Member

Brian Swanson, Board Member

Ralph Gomez Porras, Superintendent

- | | |
|---|---|
| <input 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 checked="" 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: 2023-24 Adopted Budget

DATE: June 1, 2023

PERSON RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board review and adopt the District General Fund Budget and all other Funds for fiscal year 2023-24.

BACKGROUND:

The District Adopted Budget is a reflection of the education programs of the District expressed in terms of the allocation of financial resources. The General Fund Adopted Budget includes anticipated revenues and the distribution of those revenues among educational programs and support services. Assumptions are developed to ensure that the final budget documents, General Fund and Other Funds, are a complete and accurate reflection of the intent of the Board.

INFORMATION:

The attached budget documents include the most recent set of assumptions regarding enrollment, State Teacher Retirement System (STRS) and Public Employees Retirement System (PERS) employer contribution rates, property tax revenue, staffing and other pertinent factors (Budget Details) that were used in preparing the final 2023-24 Adopted Budget.

Below are some key components of the 2023-24 Adopted Budget:

- 1) Enrollment: District enrollment is **projected at 1,807 students**, an increase of 20 students from 2022-23.
- 2) STRS and PERS employer contribution rates: The CalSTRS Board is set to exercise its new rate-setting authority in an action at its June 2023 meeting. Unfortunately, it will not provide enough time for LEAs to make budget adjustments. Therefore, PGUSD is applying the rate recommended by the actuary: **26.68%**.
 - 2023-24: CalSTRS rate will remain flat at **19.1%**
 - 2023-24: CalPERS will **increase by 1.31% to 26.68%**
- 3) Property Tax Revenue: Property tax revenue for 2023-24 is projected to **increase by 5%** over the 2022-23 actuals. This represents an increase of **\$1,664,210 to \$35,121,203**.

- 4) Categorical Funding: All the state categoricals have been combined into one LCFF line item. The District's share has been a consistent **\$2,505,456** over the years.
- 5) Site Allocations: The per pupil remains at \$150. This is the same rate as FY2022-23. Preliminary distribution is at 97% of the projected enrollment data and will be adjusted to reflect actual CBEDs in October.
- 6) General Fund: An operating **deficit is projected at (\$1,463,918)** while the Unrestricted Reserve level has been reduced to a projected **7.0%**.
- 7) Other Funds for 2023-24:
 - a) Adult Education Fund – Projected Beginning Fund Balance is **\$490,799**
 - b) Child Development Fund – Projected Beginning Fund Balance is **\$51,217**
 - c) Cafeteria Fund – Projected Beginning Fund Balance is **\$828,403**
 - d) Deferred Maintenance Fund – Projected Beginning Fund Balance is **\$224,427**
 - e) Postemployment Benefits Fund – Projected Beginning Fund Balance is **\$6,407**
 - f) Building Fund – Projected Fund Beginning Balance is **\$3,162,358**
 - g) Capital Outlay Projects Fund – Projected Beginning Fund Balance is **\$608,230**
- 8) Salaries and Benefits: Salary negotiations with the following groups have been incorporated into the Adopted Budget:
 - Pacific Grove Teachers Association (PG TA) – 5% on schedule and \$1,000 increase to Health and Welfare District Contribution
 - California School Employees Association (CSEA) - 5% on schedule and \$1,000 increase
 - Confidential Employees - 5.5% on schedule increase
 - Classified and Certificated Management - 5% on schedule and \$1,000 increase to Health and Welfare District Contribution

Per Education Code Sections 42127(a)(2)(C) and 42127(c)(4), the District is required to complete a "Statement of Reasons for Excess Reserves" as part of the Adopted Budget documents and is attached to this item.

Note: No changes were made to include proposals from the Governor's May Revision. These will be addressed in the 45-Day Budget Revision.

FISCAL IMPACT:

Fiscal impact for each fund is contained within the Fund Balances.

PACIFIC GROVE UNIFIED

2023-24 JULY 1ST BUDGET CHECKLIST

Please place on the top of your hard copies, in the same order as below

This checklist must be completed, signed, dated and submitted with your July 1st Budget packet. All documents listed below must be submitted no later than five days after Budget adoption or by July 1, 2023, whichever occurs first, per Education Code section 42127(a)(2)(A).

- Form CB – Budget Certification (with an original signature)
- Form CC – Workers' Compensation Certification (with an original signature)
- Form 01 – General Fund
- Form 08 – Student Body Account
- Form 11 – Adult Education Fund
- Form 12 – Child Development Fund
- Form 13 – Cafeteria Fund
- Form 14 – Deferred Maintenance Fund
- Form 20 – Special Reserve Fund
- Form 21 – Building Fund
- Form 40 – Special Reserve Fund (Capital Projects)
- Form A – Average Daily Attendance
- Form MYP – Multiyear Projection (**all 3 tabs**)
- Form SIAA – Current Year Summary of Interfund Activities
- Form SIAB – Budget Year Summary of Interfund Activities
- Form 01CS – Criteria and Standards
- Technical Review Checklists (**2 separate TRCs for both Estimated Actuals AND Budget**)
- Budget Assumptions reflecting all 3 years of Form MYP
- * Statement of Reasons for Excess Reserves

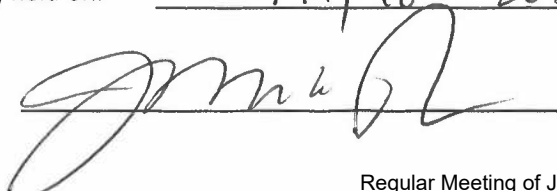
Send Via Email

- DAT file – Official export
- Excel file of LCFF Calculation reconciled to fiscal years 2023-24 thru 2025-26

District's Small School Basic Aid ADA is more than 2501 & reserve cap within 10%

* Per Education Code section 42127(a)(2)(B), I certify that the attached Statement of Reserves was presented

at a public hearing held on: MAY 18th 2023 (DATE)

SIGNATURE: 

DATE: 5-26-2023

ANNUAL BUDGET REPORT:
July 1, 2023 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Pacific Grove USD
Date: 5/11/2023

Public Hearing:

Place: Pacific Grove USD
Date: 5/18/2023
Time: 6:00 pm

Adoption Date: 6/1/2023
Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Joshua Jorn
Title: Assistant Superintendent/CBO

Telephone: 831-646-6509
E-mail: josh.jorn@pgusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/01/2023	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Pacific Grove Unified
Monterey County

Budget, July 1
2023-24 Budget
WORKERS' COMPENSATION CERTIFICATION

27 66134 0000000
Form CC
E8BF3KW1T4(2023-24)

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

Monterey Educational Risk Management Authority
76 Stephanie Drive, Salinas CA, 93901 Tel. No. 831-783-3311

This school district is not self-insured for workers' compensation claims.

Signed _____

Date of Meeting: 6/01/2023

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Joshua Jom
Title: Assistant Superintendent/CBO
Telephone: 831-646-6509
E-mail: josh.jom@pgusd.org

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 000000
Form 01
E8BF3KW14(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	35,286,660.00	0.00	35,286,660.00	37,599,021.00	0.00	37,599,021.00	6.6%
2) Federal Revenue		8100-8299	25,000.00	1,982,132.36	2,007,132.36	25,000.00	990,180.02	1,015,180.02	-49.4%
3) Other State Revenue		8300-8599	362,279.50	3,739,293.35	4,101,572.85	362,279.50	3,040,526.38	3,402,805.88	-17.0%
4) Other Local Revenue		8600-8799	933,287.39	1,611,170.60	2,544,457.99	1,011,953.39	1,601,432.89	2,613,386.28	2.7%
5) TOTAL, REVENUES			36,607,226.89	7,332,596.31	43,939,823.20	38,998,253.89	5,632,139.29	44,630,393.18	1.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	15,281,127.31	3,709,853.98	18,990,981.29	16,353,460.68	3,832,670.64	20,186,131.32	6.3%
2) Classified Salaries		2000-2999	5,170,457.49	3,154,056.36	8,324,513.85	5,602,097.99	3,485,696.17	9,087,794.16	9.2%
3) Employee Benefits		3000-3999	6,163,555.17	3,915,219.86	10,078,775.03	6,899,367.33	4,237,406.29	11,136,773.62	10.5%
4) Books and Supplies		4000-4999	702,638.57	1,642,420.43	2,345,059.00	553,705.51	993,398.13	1,547,103.64	-34.0%
5) Services and Other Operating Expenditures		5000-5999	4,451,491.38	1,457,081.11	5,908,572.49	2,539,032.08	1,406,240.71	3,945,272.79	-33.2%
6) Capital Outlay		6000-6999	5,000.00	124,289.00	129,289.00	0.00	109,235.43	109,235.43	-15.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	604.00	51,189.71	51,793.71	0.00	82,000.00	82,000.00	58.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(191,419.53)	102,120.15	(89,299.38)	(20,800.00)	20,800.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			31,583,454.39	14,156,230.60	45,739,684.99	31,926,863.59	14,167,447.37	46,094,310.96	0.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,023,772.50	(6,823,634.29)	(1,799,861.79)	7,071,390.30	(8,535,308.08)	(1,463,917.78)	-18.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	419,635.00	0.00	419,635.00	419,635.00	0.00	419,635.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,519,478.46)	6,519,478.46	0.00	(7,379,969.59)	7,379,969.59	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,939,113.46)	6,519,478.46	(419,635.00)	(7,799,604.59)	7,379,969.59	(419,635.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,915,340.96)	(304,155.83)	(2,219,496.79)	(728,214.29)	(1,155,338.49)	(1,883,552.78)	-15.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,904,874.12	2,514,965.44	8,419,839.56	3,989,533.16	2,210,809.61	6,200,342.77	-26.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			5,904,874.12	2,514,965.44	8,419,839.56	3,989,533.16	2,210,809.61	6,200,342.77	-26.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,904,874.12	2,514,965.44	8,419,839.56	3,989,533.16	2,210,809.61	6,200,342.77	-26.4%
2) Ending Balance, June 30 (E + F1e)			3,989,533.16	2,210,809.61	6,200,342.77	3,261,318.87	1,055,471.12	4,316,789.99	-30.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,210,809.61	2,210,809.61	0.00	1,055,471.12	1,055,471.12	-52.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,606,073.05	0.00	2,606,073.05	1,866,406.76	0.00	1,866,406.76	-28.4%
Property Taxes (.05%)	0000	9780	163,922.00		163,922.00			0.00	
Basic Aid Reserve	0000	9780	1,871,345.56		1,871,345.56			0.00	
Deferred Maintenance	0000	9780	276,846.00		276,846.00			0.00	
STRS/PERS Reserve	0000	9780	131,422.00		131,422.00			0.00	
Lottery Unrestricted/PG&E	1100	9780	26,401.00		26,401.00			0.00	
Basic Aid Reserve	1400	9780	136,136.49		136,136.49			0.00	
Property Tax Reserve	0000	9780			0.00	163,922.00		163,922.00	
STRS/PERS Reserve	0000	9780			0.00	131,422.00		131,422.00	
Deferred Maintenance Reserve	0000	9780			0.00	261,017.57		261,017.57	
Basic Aid Reserve	0000	9780			0.00	1,200,365.67		1,200,365.67	
Lottery Unrestricted/PG&E	1100	9780			0.00	14,632.00		14,632.00	
Basic Aid Reserve	1400	9780			0.00	95,047.52		95,047.52	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,378,460.11	0.00	1,378,460.11	1,389,912.11	0.00	1,389,912.11	0.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	15,005,001.65	(3,419,977.94)	11,585,023.71				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
d) with Fiscal Agent/Trustee		9135	6,559,180.00	0.00	6,559,180.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	378,465.62	378,465.62				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			21,569,181.65	(3,041,512.32)	18,527,669.33				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	1,380,171.24	(4.00)	1,380,167.24				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	6,315,000.00	0.00	6,315,000.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			7,695,171.24	(4.00)	7,695,167.24				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			13,874,010.41	(3,041,508.32)	10,832,502.09				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	2,505,456.00	0.00	2,505,456.00	2,505,456.00	0.00	2,505,456.00	0.0%
Education Protection Account State Aid - Current Year		8012	371,062.00	0.00	371,062.00	346,638.00	0.00	346,638.00	-6.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tax Relief Subventions									
Homeowners' Exemptions		8021	115,683.00	0.00	115,683.00	121,467.00	0.00	121,467.00	5.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	31,223,449.00	0.00	31,223,449.00	33,417,471.00	0.00	33,417,471.00	7.0%
Unsecured Roll Taxes		8042	1,441,245.00	0.00	1,441,245.00	1,578,022.00	0.00	1,578,022.00	9.5%
Prior Years' Taxes		8043	4,041.00	0.00	4,041.00	4,243.00	0.00	4,243.00	5.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			35,660,936.00	0.00	35,660,936.00	37,973,297.00	0.00	37,973,297.00	6.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(358,831.00)		(358,831.00)	(358,831.00)		(358,831.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(15,445.00)	0.00	(15,445.00)	(15,445.00)	0.00	(15,445.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			35,286,660.00	0.00	35,286,660.00	37,599,021.00	0.00	37,599,021.00	6.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	400,460.08	400,460.08	0.00	392,033.46	392,033.46	-2.1%
Special Education Discretionary Grants		8182	0.00	87,727.26	87,727.26	0.00	20,006.81	20,006.81	-77.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		137,472.00	137,472.00		137,857.33	137,857.33	0.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		34,683.00	34,683.00		34,683.00	34,683.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		12,357.00	12,357.00		12,357.00	12,357.00	0.0%
Career and Technical Education	3500-3599	8290		25,675.00	25,675.00		25,675.00	25,675.00	0.0%
All Other Federal Revenue	All Other	8290	25,000.00	1,283,758.02	1,308,758.02	25,000.00	367,567.42	392,567.42	-70.0%
TOTAL, FEDERAL REVENUE			25,000.00	1,982,132.36	2,007,132.36	25,000.00	990,180.02	1,015,180.02	-49.4%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	71,667.00	0.00	71,667.00	71,667.00	0.00	71,667.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	288,231.00	101,246.00	389,477.00	288,231.00	101,246.00	389,477.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 0000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		80.35	80.35		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		116,583.00	116,583.00		116,583.00	116,583.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,381.50	3,521,384.00	3,523,765.50	2,381.50	2,822,697.38	2,825,078.88	-19.8%
TOTAL, OTHER STATE REVENUE			362,279.50	3,739,293.35	4,101,572.85	362,279.50	3,040,526.38	3,402,805.88	-17.0%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	269,513.25	0.00	269,513.25	314,513.25	0.00	314,513.25	16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	217,944.10	0.00	217,944.10	217,944.10	0.00	217,944.10	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 0000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transportation Fees From Individuals		8675	15,000.00	0.00	15,000.00	15,000.00	0.00	15,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	430,830.04	343,485.66	774,315.70	464,496.04	365,154.24	829,650.28	7.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,267,684.94	1,267,684.94		1,236,278.65	1,236,278.65	-2.5%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			933,287.39	1,611,170.60	2,544,457.99	1,011,953.39	1,601,432.89	2,613,386.28	2.7%
TOTAL, REVENUES			36,607,226.89	7,332,596.31	43,939,823.20	38,998,253.89	5,632,139.29	44,630,393.18	1.6%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	12,441,492.52	2,360,974.16	14,802,466.68	13,405,170.70	2,521,893.96	15,927,064.66	7.6%
Certificated Pupil Support Salaries		1200	885,021.55	817,278.56	1,702,300.11	954,712.17	878,198.75	1,832,910.92	7.7%
Certificated Supervisors' and Administrators' Salaries		1300	1,764,403.24	190,955.46	1,955,358.70	1,789,417.71	43,083.08	1,832,500.79	-6.3%
Other Certificated Salaries		1900	190,210.00	340,645.80	530,855.80	204,160.10	389,494.85	593,654.95	11.8%
TOTAL, CERTIFICATED SALARIES			15,281,127.31	3,709,853.98	18,990,981.29	16,353,460.68	3,832,670.64	20,186,131.32	6.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	788,713.37	1,874,525.63	2,663,239.00	735,948.16	1,927,743.23	2,663,691.39	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Classified Support Salaries		2200	1,529,019.59	530,486.69	2,059,506.28	1,708,227.56	615,106.54	2,323,334.10	12.8%
Classified Supervisors' and Administrators' Salaries		2300	785,693.20	154,041.84	939,735.04	699,473.41	164,884.73	864,358.14	-8.0%
Clerical, Technical and Office Salaries		2400	1,729,740.70	93,644.64	1,823,385.34	1,978,349.91	95,271.92	2,073,621.83	13.7%
Other Classified Salaries		2900	337,290.63	501,357.56	838,648.19	480,098.95	682,689.75	1,162,788.70	38.7%
TOTAL, CLASSIFIED SALARIES			5,170,457.49	3,154,056.36	8,324,513.85	5,602,097.99	3,485,696.17	9,087,794.16	9.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,854,949.83	2,378,912.08	5,233,861.91	3,044,741.72	2,538,668.36	5,583,410.08	6.7%
PERS		3201-3202	1,299,866.00	770,903.70	2,070,769.70	1,484,184.41	858,899.66	2,343,084.07	13.2%
OASDI/Medicare/Alternative		3301-3302	586,521.06	273,426.46	859,947.52	704,657.54	317,169.13	1,021,826.67	18.8%
Health and Welfare Benefits		3401-3402	856,514.17	304,981.46	1,161,495.63	820,910.08	324,374.77	1,145,284.85	-1.4%
Unemployment Insurance		3501-3502	102,214.39	34,326.67	136,541.06	109,920.04	36,538.99	146,459.03	7.3%
Workers' Compensation		3601-3602	445,553.49	149,797.18	595,350.67	478,988.42	159,340.79	638,329.21	7.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	242,550.00	0.00	242,550.00	New
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	17,936.23	2,872.31	20,808.54	13,415.12	2,414.59	15,829.71	-23.9%
TOTAL, EMPLOYEE BENEFITS			6,163,555.17	3,915,219.86	10,078,775.03	6,899,367.33	4,237,406.29	11,136,773.62	10.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	179,520.66	212,886.45	392,407.11	190,500.00	102,989.69	293,489.69	-25.2%
Books and Other Reference Materials		4200	25,354.62	26,506.03	51,860.65	25,354.62	0.00	25,354.62	-51.1%
Materials and Supplies		4300	463,721.98	1,302,477.43	1,766,199.41	311,850.89	832,034.44	1,143,885.33	-35.2%
Noncapitalized Equipment		4400	34,041.31	100,550.52	134,591.83	26,000.00	58,374.00	84,374.00	-37.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			702,638.57	1,642,420.43	2,345,059.00	553,705.51	993,398.13	1,547,103.64	-34.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	64,996.02	68,261.73	133,257.75	103,949.00	56,305.65	160,254.65	20.3%
Dues and Memberships		5300	42,680.50	4,167.00	46,847.50	41,377.00	0.00	41,377.00	-11.7%
Insurance		5400 - 5450	295,449.73	0.00	295,449.73	295,500.00	0.00	295,500.00	0.0%
Operations and Housekeeping Services		5500	1,056,805.00	0.00	1,056,805.00	1,109,823.98	0.00	1,109,823.98	5.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	124,391.84	73,901.94	198,293.78	114,630.00	102,700.00	217,330.00	9.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,716,728.24	1,286,760.60	4,003,488.84	733,367.00	1,242,843.16	1,976,210.16	-50.6%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Communications		5900	150,440.05	23,989.84	174,429.89	140,385.10	4,391.90	144,777.00	-17.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,451,491.38	1,457,081.11	5,908,572.49	2,539,032.08	1,406,240.71	3,945,272.79	-33.2%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	5,000.00	124,289.00	129,289.00	0.00	109,235.43	109,235.43	-15.5%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			5,000.00	124,289.00	129,289.00	0.00	109,235.43	109,235.43	-15.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	604.00	51,189.71	51,793.71	0.00	82,000.00	82,000.00	58.3%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 0000000
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E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			604.00	51,189.71	51,793.71	0.00	82,000.00	82,000.00	58.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(102,120.15)	102,120.15	0.00	(20,800.00)	20,800.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(89,299.38)	0.00	(89,299.38)	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(191,419.53)	102,120.15	(89,299.38)	(20,800.00)	20,800.00	0.00	-100.0%
TOTAL, EXPENDITURES			31,583,454.39	14,156,230.60	45,739,684.99	31,926,863.59	14,167,447.37	46,094,310.96	0.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	19,635.00	0.00	19,635.00	19,635.00	0.00	19,635.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			419,635.00	0.00	419,635.00	419,635.00	0.00	419,635.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

27 66134 0000000
Form 01
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(6,519,478.46)	6,519,478.46	0.00	(7,379,969.59)	7,379,969.59	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,519,478.46)	6,519,478.46	0.00	(7,379,969.59)	7,379,969.59	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(6,939,113.46)	6,519,478.46	(419,635.00)	(7,799,604.59)	7,379,969.59	(419,635.00)	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

27 66134 0000000
Form 01
E8BF3KW1T4(2023-24)

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	35,286,660.00	0.00	35,286,660.00	37,599,021.00	0.00	37,599,021.00	6.6%
2) Federal Revenue		8100-8299	25,000.00	1,982,132.36	2,007,132.36	25,000.00	990,180.02	1,015,180.02	-49.4%
3) Other State Revenue		8300-8599	362,279.50	3,739,293.35	4,101,572.85	362,279.50	3,040,526.38	3,402,805.88	-17.0%
4) Other Local Revenue		8600-8799	933,287.39	1,611,170.60	2,544,457.99	1,011,953.39	1,601,432.89	2,613,386.28	2.7%
5) TOTAL, REVENUES			36,607,226.89	7,332,596.31	43,939,823.20	38,998,253.89	5,632,139.29	44,630,393.18	1.6%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		19,321,627.48	9,339,833.44	28,661,460.92	18,565,797.10	8,631,709.45	27,197,506.55	-5.1%
2) Instruction - Related Services	2000-2999		3,553,396.00	807,133.19	4,360,529.19	3,878,275.08	883,778.98	4,762,054.06	9.2%
3) Pupil Services	3000-3999		1,621,006.85	2,157,761.93	3,778,768.78	1,750,682.63	2,379,099.34	4,129,781.97	9.3%
4) Ancillary Services	4000-4999		449,308.41	54,151.72	503,460.13	515,845.77	17,152.00	532,997.77	5.9%
5) Community Services	5000-5999		0.00	126,858.18	126,858.18	0.00	327,775.55	327,775.55	158.4%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,530,587.75	260,295.47	3,790,883.22	4,012,755.17	391,170.51	4,403,925.68	16.2%
8) Plant Services	8000-8999		2,976,923.90	1,359,006.96	4,335,930.86	3,079,852.84	1,454,761.54	4,534,614.38	4.6%
9) Other Outgo	9000-9999	Except 7600-7699	130,604.00	51,189.71	181,793.71	123,655.00	82,000.00	205,655.00	13.1%
10) TOTAL, EXPENDITURES			31,583,454.39	14,156,230.60	45,739,684.99	31,926,863.59	14,167,447.37	46,094,310.96	0.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,023,772.50	(6,823,634.29)	(1,799,861.79)	7,071,390.30	(8,535,308.08)	(1,463,917.78)	-18.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	419,635.00	0.00	419,635.00	419,635.00	0.00	419,635.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,519,478.46)	6,519,478.46	0.00	(7,379,969.59)	7,379,969.59	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,939,113.46)	6,519,478.46	(419,635.00)	(7,799,604.59)	7,379,969.59	(419,635.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,915,340.96)	(304,155.83)	(2,219,496.79)	(728,214.29)	(1,155,338.49)	(1,883,552.78)	-15.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,904,874.12	2,514,965.44	8,419,839.56	3,989,533.16	2,210,809.61	6,200,342.77	-26.4%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

27 66134 000000
Form 01
E8BF3KW1T4(2023-24)

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,904,874.12	2,514,965.44	8,419,839.56	3,989,533.16	2,210,809.61	6,200,342.77	-26.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,904,874.12	2,514,965.44	8,419,839.56	3,989,533.16	2,210,809.61	6,200,342.77	-26.4%
2) Ending Balance, June 30 (E + F1e)			3,989,533.16	2,210,809.61	6,200,342.77	3,261,318.87	1,055,471.12	4,316,789.99	-30.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,210,809.61	2,210,809.61	0.00	1,055,471.12	1,055,471.12	-52.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,606,073.05	0.00	2,606,073.05	1,866,406.76	0.00	1,866,406.76	-28.4%
Property Taxes (.05%)	0000	9780	163,922.00		163,922.00			0.00	
Basic Aid Reserve	0000	9780	1,871,345.56		1,871,345.56			0.00	
Deferred Maintenance	0000	9780	276,846.00		276,846.00			0.00	
STRS/PERS Reserve	0000	9780	131,422.00		131,422.00			0.00	
Lottery Unrestricted/P&G&E	1100	9780	26,401.00		26,401.00			0.00	
Basic Aid Reserve	1400	9780	136,136.49		136,136.49			0.00	
Property Tax Reserve	0000	9780			0.00	163,922.00		163,922.00	
STRS/PERS Reserve	0000	9780			0.00	131,422.00		131,422.00	
Deferred Maintenance Reserve	0000	9780			0.00	261,017.57		261,017.57	
Basic Aid Reserve	0000	9780			0.00	1,200,365.67		1,200,365.67	
Lottery Unrestricted/P&G&E	1100	9780			0.00	14,632.00		14,632.00	
Basic Aid Reserve	1400	9780			0.00	95,047.52		95,047.52	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,378,460.11	0.00	1,378,460.11	1,389,912.11	0.00	1,389,912.11	0.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Exhibit: Restricted Balance Detail

27 66134 0000000
Form 01
E8BF3KW1T4(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	358,672.82	351,030.27
6266	Educator Effectiveness, FY 2021-22	487,172.76	0.00
6300	Lottery: Instructional Materials	35,313.28	35,313.28
6500	Special Education	146,667.19	511.73
6512	Special Ed: Mental Health Services	118,395.46	0.00
6546	Mental Health-Related Services	477.62	3,631.23
6547	Special Education Early Intervention Preschool Grant	140,174.00	0.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	262,772.70	262,772.70
7311	Classified School Employee Professional Development Block Grant	13,299.10	13,104.10
7412	A-G Access/Success Grant	15,614.54	739.88
7413	A-G Learning Loss Mitigation Grant	13,795.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	65,438.52	0.00
7435	Learning Recovery Emergency Block Grant	330,222.18	95,120.78
7810	Other Restricted State	14,905.00	14,905.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	34,907.95	0.00
9010	Other Restricted Local	172,981.49	278,342.15
Total, Restricted Balance		2,210,809.61	1,055,471.12

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	265,459.00	265,459.00	0.0%
2) Federal Revenue		8100-8299	55,295.00	55,295.00	0.0%
3) Other State Revenue		8300-8599	1,693,945.00	1,896,913.45	12.0%
4) Other Local Revenue		8600-8799	613,931.12	631,769.35	2.9%
5) TOTAL, REVENUES			2,628,630.12	2,849,436.80	8.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	600,360.56	685,817.21	14.2%
2) Classified Salaries		2000-2999	1,000,389.69	1,217,259.59	21.7%
3) Employee Benefits		3000-3999	539,192.80	683,778.97	26.8%
4) Books and Supplies		4000-4999	1,817,214.10	275,221.69	-84.9%
5) Services and Other Operating Expenditures		5000-5999	259,404.78	187,130.30	-27.9%
6) Capital Outlay		6000-6999	204,178.55	151,419.71	-25.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	70,000.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			4,490,740.48	3,200,627.47	-28.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,862,110.36)	(351,190.67)	-81.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,862,110.36)	(351,190.67)	-81.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,354,089.49	491,979.13	-79.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,354,089.49	491,979.13	-79.1%
d) Other Restatements		9785	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,354,089.49	491,979.13	-79.1%
2) Ending Balance, June 30 (E + F1e)					
			491,979.13	140,788.46	-71.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	262,212.07	13,373.97	-94.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	229,767.06	127,414.49	-44.5%
Fund 11 Unrestricted	0000	9780	229,767.06		
Fund 11 Reserve	0000	9780		127,414.49	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,239,823.41		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	3,832.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,243,655.41		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,243,655.41		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	265,459.00	265,459.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			265,459.00	265,459.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	55,295.00	55,295.00	0.0%
TOTAL, FEDERAL REVENUE			55,295.00	55,295.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,635,945.00	1,844,219.45	12.7%
All Other State Revenue	All Other	8590	58,000.00	52,694.00	-9.1%
TOTAL, OTHER STATE REVENUE			1,693,945.00	1,896,913.45	12.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	30,000.00	30,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	55,066.33	55,066.33	0.0%
Fees and Contracts					
Adult Education Fees		8671	358,571.08	461,409.31	28.7%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	170,293.71	85,293.71	-49.9%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			613,931.12	631,769.35	2.9%
TOTAL, REVENUES			2,628,630.12	2,849,436.80	8.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	403,442.80	478,358.28	18.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Certificated Supervisors' and Administrators' Salaries		1300	196,917.66	207,458.93	5.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			600,360.56	685,817.21	14.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	508,677.01	626,384.16	23.1%
Classified Support Salaries		2200	148,368.97	158,500.97	6.8%
Classified Supervisors' and Administrators' Salaries		2300	87,468.00	93,216.82	6.6%
Clerical, Technical and Office Salaries		2400	234,773.25	292,061.30	24.4%
Other Classified Salaries		2900	21,102.46	47,096.34	123.2%
TOTAL, CLASSIFIED SALARIES			1,000,389.69	1,217,259.59	21.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	193,758.47	154,243.89	-20.4%
PERS		3201-3202	183,085.79	327,521.22	78.9%
OASDI/Medicare/Alternative		3301-3302	69,859.55	109,283.90	56.4%
Health and Welfare Benefits		3401-3402	47,175.10	35,113.92	-25.6%
Unemployment Insurance		3501-3502	7,981.34	10,462.37	31.1%
Workers' Compensation		3601-3602	34,923.42	45,581.91	30.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,409.13	1,571.75	-34.8%
TOTAL, EMPLOYEE BENEFITS			539,192.80	683,778.97	26.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,737,890.42	203,212.44	-88.3%
Noncapitalized Equipment		4400	79,323.68	72,009.25	-9.2%
TOTAL, BOOKS AND SUPPLIES			1,817,214.10	275,221.69	-84.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	12,049.00	15,025.00	24.7%
Dues and Memberships		5300	1,437.11	800.00	-44.3%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1.00	500.00	49,900.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	230,380.37	154,588.00	-32.9%
Communications		5900	15,537.30	16,217.30	4.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			259,404.78	187,130.30	-27.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	153,328.55	103,419.71	-32.6%
Equipment		6400	50,850.00	48,000.00	-5.6%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			204,178.55	151,419.71	-25.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	70,000.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			70,000.00	0.00	-100.0%
TOTAL, EXPENDITURES			4,490,740.48	3,200,627.47	-28.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	265,459.00	265,459.00	0.0%
2) Federal Revenue		8100-8299	55,295.00	55,295.00	0.0%
3) Other State Revenue		8300-8599	1,693,945.00	1,896,913.45	12.0%
4) Other Local Revenue		8600-8799	613,931.12	631,769.35	2.9%
5) TOTAL, REVENUES			2,628,630.12	2,849,436.80	8.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,131,914.85	1,854,265.23	-40.8%
2) Instruction - Related Services	2000-2999		918,797.61	1,012,357.44	10.2%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		70,000.00	0.00	-100.0%
8) Plant Services	8000-8999		370,028.02	334,004.80	-9.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,490,740.48	3,200,627.47	-28.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,862,110.36)	(351,190.67)	-81.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,862,110.36)	(351,190.67)	-81.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,354,089.49	491,979.13	-79.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,354,089.49	491,979.13	-79.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,354,089.49	491,979.13	-79.1%
2) Ending Balance, June 30 (E + F1e)					
			491,979.13	140,788.46	-71.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	282,212.07	13,373.97	-94.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	229,767.06	127,414.49	-44.5%
Fund 11 Unrestricted	0000	9780	229,767.06		
Fund 11 Reserve	0000	9780		127,414.49	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Adult Education Fund
Exhibit: Restricted Balance Detail

27 66134 0000000
Form 11
E8BF3KW1T4(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6391	Adult Education Program	262,212.07	13,373.97
Total, Restricted Balance		262,212.07	13,373.97

Pacific Grove Unified
Monterey County

Budget, July 1
Child Development Fund
Expenditures by Object

27 66134 000000
Form 12
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	130,122.46	131,018.54	0.7%
4) Other Local Revenue		8600-8799	358,236.41	358,236.41	0.0%
5) TOTAL, REVENUES			488,358.87	489,254.95	0.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	64,604.00	67,759.20	4.9%
2) Classified Salaries		2000-2999	255,105.52	262,682.92	3.0%
3) Employee Benefits		3000-3999	117,306.64	129,114.65	10.1%
4) Books and Supplies		4000-4999	15,547.87	11,840.27	-23.8%
5) Services and Other Operating Expenditures		5000-5999	9,242.00	9,242.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	19,299.38	0.00	-100.0%
9) TOTAL, EXPENDITURES			481,105.41	480,639.04	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,253.46	8,615.91	18.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	19,635.00	19,635.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			19,635.00	19,635.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			26,888.46	28,250.91	5.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,328.80	51,217.26	110.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,328.80	51,217.26	110.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,328.80	51,217.26	110.5%
2) Ending Balance, June 30 (E + F1e)					
			51,217.26	79,468.17	55.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	11,225.00	10,800.00	-3.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	39,992.26	68,668.17	71.7%
Fund 12 Child Development	0000	9780	39,992.26		
Child Development Reserve	0000	9780		68,668.17	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
		9788	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,501.46		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,501.46		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			1,501.46		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	122,899.00	122,899.00	0.0%
All Other State Revenue	All Other	8590	7,223.46	8,119.54	12.4%
TOTAL, OTHER STATE REVENUE			130,122.46	131,018.54	0.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	(1,200.00)	(1,200.00)	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(563.59)	(563.59)	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	360,000.00	360,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			358,236.41	358,236.41	0.0%
TOTAL, REVENUES			488,358.87	489,254.95	0.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	64,604.00	67,759.20	4.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			64,604.00	67,759.20	4.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	36,271.70	38,075.29	5.0%
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	218,833.82	224,607.63	2.6%
TOTAL, CLASSIFIED SALARIES			255,105.52	262,682.92	3.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	15,339.37	18,207.01	18.7%
PERS		3201-3202	57,984.32	64,758.91	11.7%
OASDI/Medicare/Alternative		3301-3302	18,016.16	18,498.85	2.7%
Health and Welfare Benefits		3401-3402	17,570.87	18,884.94	7.5%
Unemployment Insurance		3501-3502	1,598.53	1,651.85	3.3%
Workers' Compensation		3601-3602	6,797.39	7,113.09	4.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			117,306.64	129,114.65	10.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	14,347.87	11,840.27	-17.5%
Noncapitalized Equipment		4400	1,200.00	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			15,547.87	11,840.27	-23.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	9,242.00	9,242.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			9,242.00	9,242.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	19,299.38	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			19,299.38	0.00	-100.0%
TOTAL, EXPENDITURES			481,105.41	480,639.04	-0.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	19,635.00	19,635.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			19,635.00	19,635.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			19,635.00	19,635.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	130,122.46	131,018.54	0.7%
4) Other Local Revenue		8600-8799	358,236.41	358,236.41	0.0%
5) TOTAL, REVENUES			488,358.87	489,254.95	0.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		161,326.08	166,992.54	3.5%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		300,479.95	313,646.50	4.4%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		19,299.38	0.00	-100.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			481,105.41	480,639.04	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,253.46	8,615.91	18.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	19,635.00	19,635.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			19,635.00	19,635.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			26,888.46	28,250.91	5.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,328.80	51,217.26	110.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,328.80	51,217.26	110.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,328.80	51,217.26	110.5%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance			51,217.26	79,468.17	55.2%
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	11,225.00	10,800.00	-3.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	39,992.26	68,668.17	71.7%
Fund 12 Child Development	0000	9780	39,992.26		
Child Development Reserve	0000	9780		68,668.17	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Child Development Fund
Exhibit: Restricted Balance Detail

27 66134 0000000
Form 12
E8BF3KW1T4(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5058	Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	425.00	0.00
5059	Child Development: ARP California State Preschool Program One-time Stipend	10,800.00	10,800.00
Total, Restricted Balance		11,225.00	10,800.00

Pacific Grove Unified
Monterey County

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

27 66134 0000000
Form 13
E8BF3KW14(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	407,136.38	365,536.60	-10.2%
3) Other State Revenue		8300-8599	941,000.00	941,000.00	0.0%
4) Other Local Revenue		8600-8799	19,854.30	19,854.30	0.0%
5) TOTAL, REVENUES			1,367,990.68	1,326,390.90	-3.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	335,220.59	410,614.33	22.5%
3) Employee Benefits		3000-3999	110,505.64	129,314.96	17.0%
4) Books and Supplies		4000-4999	594,377.07	563,536.60	-5.2%
5) Services and Other Operating Expenditures		5000-5999	34,165.00	33,387.00	-2.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,074,268.30	1,136,852.89	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			293,722.38	189,538.01	-35.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			293,722.38	189,538.01	-35.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	534,680.62	828,403.00	54.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			534,680.62	828,403.00	54.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			534,680.62	828,403.00	54.9%
2) Ending Balance, June 30 (E + F1e)			828,403.00	1,017,941.01	22.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	13,994.23	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	814,380.13	1,017,883.73	25.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	28.64	57.28	100.0%
Fund 13 Unrestricted	0000	9780	28.64		
Cafeteria Reserve	0000	9780		57.28	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	575,711.55		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	13,994.23		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			589,705.78		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	30.45		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			30.45		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			589,675.33		
FEDERAL REVENUE					
Child Nutrition Programs		8220	407,136.38	365,536.60	-10.2%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			407,136.38	365,536.60	-10.2%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	941,000.00	941,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			941,000.00	941,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	9,500.00	9,500.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	10,354.30	10,354.30	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			19,854.30	19,854.30	0.0%
TOTAL, REVENUES			1,367,990.68	1,326,390.90	-3.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	211,905.51	284,386.49	34.2%
Classified Supervisors' and Administrators' Salaries		2300	123,315.08	126,227.84	2.4%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			335,220.59	410,614.33	22.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	65,808.39	81,832.41	24.3%
OASDI/Medicare/Alternative		3301-3302	23,274.02	29,118.90	25.1%
Health and Welfare Benefits		3401-3402	11,415.83	7,365.74	-35.5%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Unemployment Insurance		3501-3502	1,680.01	2,053.07	22.2%
Workers' Compensation		3601-3602	7,319.45	8,944.84	22.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,007.94	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			110,505.64	129,314.96	17.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	61,240.69	62,000.00	1.2%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	533,136.38	501,536.60	-5.9%
TOTAL, BOOKS AND SUPPLIES			594,377.07	563,536.60	-5.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	843.00	857.00	1.7%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,500.00	25,000.00	100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	18,332.00	6,600.00	-64.0%
Communications		5900	2,490.00	930.00	-62.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			34,165.00	33,387.00	-2.3%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,074,268.30	1,136,852.89	5.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

27 66134 0000000
Form 13
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	407,136.38	365,536.60	-10.2%
3) Other State Revenue		8300-8599	941,000.00	941,000.00	0.0%
4) Other Local Revenue		8600-8799	19,854.30	19,854.30	0.0%
5) TOTAL, REVENUES			1,367,990.68	1,326,390.90	-3.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,074,268.30	1,136,852.89	5.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,074,268.30	1,136,852.89	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			293,722.38	189,538.01	-35.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES					
			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			293,722.38	189,538.01	-35.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	534,680.62	828,403.00	54.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			534,680.62	828,403.00	54.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			534,680.62	828,403.00	54.9%
2) Ending Balance, June 30 (E + F1e)					
			828,403.00	1,017,941.01	22.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	13,994.23	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	814,360.13	1,017,883.73	25.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	28.64	57.28	100.0%
Fund 13 Unrestricted	0000	9780	28.64		
Cafeteria Reserve	0000	9780		57.28	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Cafeteria Special Revenue Fund
Exhibit: Restricted Balance Detail

27 66134 0000000
Form 13
E8BF3KW1T4(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition; School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	814,380.13	1,017,883.73
Total, Restricted Balance		814,380.13	1,017,883.73

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	254.58	254.58	0.0%
5) TOTAL, REVENUES			254.58	254.58	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			254.58	254.58	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			254.58	254.58	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,152.51	6,407.09	4.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,152.51	6,407.09	4.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,152.51	6,407.09	4.1%
2) Ending Balance, June 30 (E + F1e)			6,407.09	6,661.67	4.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	6,407.09	6,661.67	4.0%
Special Reserve Post Employment	0000	9780	6,407.09		
Postemployment Benefits Reserve	0000	9780		6,661.67	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,395.96		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			6,395.96		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			6,395.96		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	98.00	98.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	156.58	156.58	0.0%
TOTAL, OTHER LOCAL REVENUE			254.58	254.58	0.0%
TOTAL, REVENUES			254.58	254.58	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	254.58	254.58	0.0%
5) TOTAL, REVENUES			254.58	254.58	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			254.58	254.58	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES					
			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			254.58	254.58	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,152.51	6,407.09	4.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,152.51	6,407.09	4.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,152.51	6,407.09	4.1%
2) Ending Balance, June 30 (E + F1e)					
			6,407.09	6,661.67	4.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	6,407.09	6,661.67	4.0%
Special Reserve Post Employment	0000	9780	6,407.09		
Postemployment Benefits Reserve	0000	9780		6,661.67	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Special Reserve Fund for Postemployment Benefits
Exhibit: Restricted Balance Detail

27 65134 0000000
Form 20
EBBF3KW1T4(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Pacific Grove Unified
Monterey County

Budget, July 1
Building Fund
Expenditures by Object

27 66134 000000
Form 21
E8BF3KW14(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	265,116.69	240,116.69	-9.4%
5) TOTAL, REVENUES			265,116.69	240,116.69	-9.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	118,702.74	85,849.68	-27.7%
3) Employee Benefits		3000-3999	44,565.11	33,900.30	-23.9%
4) Books and Supplies		4000-4999	1,314,836.48	267,742.21	-79.6%
5) Services and Other Operating Expenditures		5000-5999	1,089,829.16	282,250.00	-74.1%
6) Capital Outlay		6000-6999	6,918,303.96	4,688,775.00	-32.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,486,237.45	5,358,517.19	-43.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(9,221,120.76)	(5,118,400.50)	-44.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	5,871,750.00	5,871,750.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			5,871,750.00	5,871,750.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,349,370.76)	753,349.50	-122.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,511,729.63	3,162,358.87	-51.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,511,729.63	3,162,358.87	-51.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,511,729.63	3,162,358.87	-51.4%
2) Ending Balance, June 30 (E + F1e)			3,162,358.87	3,915,708.37	23.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
c) Committed					
d) Assigned					
Other Assignments		9780	78,763.82	135,056.08	71.5%
Unrestricted Interested from Building Funds	0000	9780	78,763.82		
Interest for Building Fund	0000	9780		135,056.08	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,389,426.41		
1) Fair Value Adjustment to Cash in County Treasury		9111	.01		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference	
2) Investments		9150	0.00			
3) Accounts Receivable		9200	0.00			
4) Due from Grantor Government		9290	0.00			
5) Due from Other Funds		9310	0.00			
6) Stores		9320	0.00			
7) Prepaid Expenditures		9330	0.00			
8) Other Current Assets		9340	0.00			
9) Lease Receivable		9380	0.00			
10) TOTAL, ASSETS			4,389,426.42			
H. DEFERRED OUTFLOWS OF RESOURCES						
1) Deferred Outflows of Resources		9490	0.00			
2) TOTAL, DEFERRED OUTFLOWS			0.00			
I. LIABILITIES						
1) Accounts Payable		9500	54.07			
2) Due to Grantor Governments		9590	0.00			
3) Due to Other Funds		9610	0.00			
4) Current Loans		9640	0.00			
5) Unearned Revenue		9650	0.00			
6) TOTAL, LIABILITIES			54.07			
J. DEFERRED INFLOWS OF RESOURCES						
1) Deferred Inflows of Resources		9690	0.00			
2) TOTAL, DEFERRED INFLOWS			0.00			
K. FUND EQUITY						
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			4,389,372.35			
FEDERAL REVENUE						
FEMA		8281	0.00	0.00	0.0%	
All Other Federal Revenue		8290	0.00	0.00	0.0%	
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%	
OTHER STATE REVENUE						
Tax Relief Subventions						
Restricted Levies - Other						
Homeowners' Exemptions			8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes			8576	0.00	0.00	0.0%
All Other State Revenue			8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%	
OTHER LOCAL REVENUE						
Other Local Revenue						
County and District Taxes						
Other Restricted Levies						
Secured Roll			8615	0.00	0.00	0.0%
Unsecured Roll			8616	0.00	0.00	0.0%
Prior Years' Taxes			8617	0.00	0.00	0.0%
Supplemental Taxes			8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes						
Parcel Taxes			8621	0.00	0.00	0.0%
Other			8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction			8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes			8629	0.00	0.00	0.0%
Sales						
Sale of Equipment/Supplies			8631	0.00	0.00	0.0%
Leases and Rentals			8650	0.00	0.00	0.0%
Interest			8660	48,731.68	48,731.68	0.0%
Net Increase (Decrease) in the Fair Value of Investments			8662	166,385.01	166,385.01	0.0%
Other Local Revenue						
All Other Local Revenue			8699	50,000.00	25,000.00	-50.0%
All Other Transfers In from All Others			8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			265,116.69	240,116.69	-9.4%	
TOTAL, REVENUES			265,116.69	240,116.69	-9.4%	
CLASSIFIED SALARIES						
Classified Support Salaries		2200	0.00	0.00	0.0%	
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%	

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	118,702.74	85,849.68	-27.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			118,702.74	85,849.68	-27.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	29,944.90	23,265.27	-22.3%
OASDI/Medicare/Alternative		3301-3302	9,039.46	6,479.36	-28.3%
Health and Welfare Benefits		3401-3402	1,856.32	1,856.29	0.0%
Unemployment Insurance		3501-3502	593.52	429.22	-27.7%
Workers' Compensation		3601-3602	3,130.91	1,870.16	-40.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			44,565.11	33,900.30	-23.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	391,536.96	136,742.21	-65.1%
Noncapitalized Equipment		4400	923,299.52	131,000.00	-85.8%
TOTAL, BOOKS AND SUPPLIES			1,314,836.48	267,742.21	-79.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	93,652.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	996,177.16	282,250.00	-71.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,089,829.16	282,250.00	-74.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	279,990.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	1,267,148.66	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	5,371,165.30	4,688,775.00	-12.7%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,918,303.96	4,688,775.00	-32.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7289	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			9,486,237.45	5,358,517.19	-43.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	5,871,750.00	5,871,750.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			5,871,750.00	5,871,750.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			5,871,750.00	5,871,750.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	265,116.69	240,116.69	-9.4%
5) TOTAL, REVENUES			265,116.69	240,116.69	-9.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		9,486,237.45	5,358,517.19	-43.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			9,486,237.45	5,358,517.19	-43.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(9,221,120.76)	(5,118,400.50)	-44.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	5,871,750.00	5,871,750.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			5,871,750.00	5,871,750.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(3,349,370.76)	753,349.50	-122.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,511,729.63	3,162,358.87	-51.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,511,729.63	3,162,358.87	-51.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,511,729.63	3,162,358.87	-51.4%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,083,595.05	3,780,652.29	22.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	78,763.82	135,056.08	71.5%
Unrestricted Interested from Building Funds	0000	9780	78,763.82		
Interest for Building Fund	0000	9780		135,056.08	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Pacific Grove Unified
 Monterey County

Budget, July 1
 Building Fund
 Exhibit: Restricted Balance Detail

27 66134 0000000
 Form 21
 E8BF3KW1T4(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	3,083,595.05	3,780,652.29
Total, Restricted Balance		3,083,595.05	3,780,652.29

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	272,747.00	272,747.00	0.0%
5) TOTAL, REVENUES			272,747.00	272,747.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	165,040.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	29,770.00	165,000.00	454.2%
6) Capital Outlay		6000-6999	34,960.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	120,560.25	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			350,330.25	165,000.00	-52.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(77,583.25)	107,747.00	-238.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			122,416.75	307,747.00	151.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	485,814.21	608,230.96	25.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			485,814.21	608,230.96	25.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			485,814.21	608,230.96	25.2%
2) Ending Balance, June 30 (E + F1e)			608,230.96	915,977.96	50.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	608,230.96	915,977.96	50.6%
Special Reserve Funds	0000	9780	608,230.96		
Capital Outlay Projects Reserve	0000	9780		915,977.96	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	799,542.05		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			799,542.05		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			799,542.05		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	264,047.00	264,047.00	0.0%
Interest		8660	8,700.00	8,700.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			272,747.00	272,747.00	0.0%
TOTAL, REVENUES			272,747.00	272,747.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

27 66134 0000000
Form 40
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	148,040.00	0.00	-100.0%
Noncapitalized Equipment		4400	17,000.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			165,040.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,000.00	20,000.00	100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	19,770.00	145,000.00	633.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			29,770.00	165,000.00	454.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	34,960.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			34,960.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	3,524.25	0.00	-100.0%
Other Debt Service - Principal		7439	117,036.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			120,560.25	0.00	-100.0%
TOTAL, EXPENDITURES			350,330.25	165,000.00	-52.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	200,000.00	200,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

27 66134 0000000
Form 40
E8BF3KW1T4(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	200,000.00	0.0%

Pacific Grove Unified
Monterey County

Budget, July 1
Special Reserve Fund for Capital Outlay Projects
Expenditures by Function

27 66134 0000000
Form 40
E8BF3KW1T4(2023-24)

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	272,747.00	272,747.00	0.0%
5) TOTAL, REVENUES			272,747.00	272,747.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		229,770.00	165,000.00	-28.2%
9) Other Outgo	9000-9999	Except 7600-7699	120,560.25	0.00	-100.0%
10) TOTAL, EXPENDITURES			350,330.25	165,000.00	-52.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(77,583.25)	107,747.00	-238.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			122,416.75	307,747.00	151.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	485,814.21	608,230.96	25.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			485,814.21	608,230.96	25.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			485,814.21	608,230.96	25.2%
2) Ending Balance, June 30 (E + F1e)					
			608,230.96	915,977.96	50.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	608,230.96	915,977.96	50.6%
Special Reserve Funds	0000	9780	608,230.96		
Capital Outlay Projects Reserve	0000	9780		915,977.96	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Pacific Grove Unified
 Monterey County

Budget, July 1
 Special Reserve Fund for Capital Outlay Projects
 Exhibit: Restricted Balance Detail

27 66134 0000000
 Form 40
 E8BF3KW1T4(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,542.67	1,542.67	1,855.31	1,542.67	1,542.67	1,733.19
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,542.67	1,542.67	1,855.31	1,542.67	1,542.67	1,733.19
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,542.67	1,542.67	1,855.31	1,542.67	1,542.67	1,733.19
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Multiyear Projections
Unrestricted

27 66134 000000
Form MYP
E8BF3KW1T4(2023-24)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	37,599,021.00	4.84%	39,418,456.00	4.89%	41,345,446.00
2. Federal Revenues	8100-8299	25,000.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	362,279.50	5.62%	382,622.00	0.02%	382,708.00
4. Other Local Revenues	8600-8799	1,011,953.39	-8.83%	922,558.00	0.00%	922,558.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(7,379,969.59)	13.55%	(8,380,000.00)	0.00%	(8,380,000.00)
6. Total (Sum lines A1 thru A5c)		31,618,284.30	2.29%	32,343,636.00	5.96%	34,270,712.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,353,460.68		16,618,090.00
b. Step & Column Adjustment				264,629.32		253,579.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,353,460.68	1.62%	16,618,090.00	1.53%	16,871,669.00
2. Classified Salaries						
a. Base Salaries				5,602,097.99		5,696,280.00
b. Step & Column Adjustment				94,182.01		95,882.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,602,097.99	1.68%	5,696,280.00	1.68%	5,792,162.00
3. Employee Benefits	3000-3999	6,899,367.33	1.70%	7,016,349.00	1.43%	7,116,750.00
4. Books and Supplies	4000-4999	553,705.51	10.30%	610,718.00	0.50%	613,771.00
5. Services and Other Operating Expenditures	5000-5999	2,539,032.08	-3.37%	2,453,471.00	11.25%	2,729,550.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(20,800.00)	0.00%	(20,800.00)	0.00%	(20,800.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	419,635.00	0.00%	419,635.00	0.00%	419,635.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		32,346,498.59	1.38%	32,793,743.00	2.22%	33,522,737.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(728,214.29)		(450,107.00)		747,975.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,989,533.16		3,261,318.87		2,811,211.87
2. Ending Fund Balance (Sum lines C and D1)		3,261,318.87		2,811,211.87		3,559,186.87
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	1,806,318.87		1,413,653.87		2,133,933.87
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,450,000.00		1,392,558.00		1,420,253.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,261,318.87		2,811,211.87		3,559,186.87
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,450,000.00		1,392,558.00		1,420,253.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,450,000.00		1,392,558.00		1,420,253.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Multiyear Projections
Restricted

27 66134 0000000
Form MYP
E8BF3KW1T4(2023-24)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	990,180.02	-37.49%	618,971.00	0.66%	623,078.00
3. Other State Revenues	8300-8599	3,040,526.38	-4.08%	2,916,454.00	-14.88%	2,482,467.00
4. Other Local Revenues	8600-8799	1,601,432.89	2.39%	1,639,655.00	0.00%	1,639,655.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	7,379,969.59	13.55%	8,380,000.00	0.00%	8,380,000.00
6. Total (Sum lines A1 thru A5c)		13,012,108.88	4.17%	13,555,080.00	-3.17%	13,125,200.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,832,670.64		3,894,759.00
b. Step & Column Adjustment				62,088.36		53,397.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,832,670.64	1.62%	3,894,759.00	1.37%	3,948,156.00
2. Classified Salaries						
a. Base Salaries				3,485,696.17		3,548,023.00
b. Step & Column Adjustment				62,326.83		63,481.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,485,696.17	1.79%	3,548,023.00	1.79%	3,611,504.00
3. Employee Benefits	3000-3999	4,237,406.29	1.62%	4,306,223.00	1.58%	4,374,312.00
4. Books and Supplies	4000-4999	993,398.13	-17.03%	824,250.00	0.50%	828,371.00
5. Services and Other Operating Expenditures	5000-5999	1,406,240.71	-32.53%	948,770.00	0.54%	953,884.00
6. Capital Outlay	6000-6999	109,235.43	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	82,000.00	0.00%	82,000.00	0.00%	82,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	20,800.00	0.00%	20,800.00	0.00%	20,800.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		14,167,447.37	-3.83%	13,624,825.00	1.43%	13,819,027.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(1,155,338.49)		(69,745.00)		(693,827.00)

Pacific Grove Unified
Monterey County

Budget, July 1
General Fund
Multiyear Projections
Restricted

27 66134 0000000
Form MYP
E8BF3KW1T4(2023-24)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,210,809.61		1,055,471.12		985,726.12
2. Ending Fund Balance (Sum lines C and D1)		1,055,471.12		985,726.12		291,899.12
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	1,055,471.12		985,726.12		291,899.12
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,055,471.12		985,726.12		291,899.12
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	37,599,021.00	4.84%	39,418,456.00	4.89%	41,345,446.00
2. Federal Revenues	8100-8299	1,015,180.02	-39.03%	618,971.00	0.66%	623,078.00
3. Other State Revenues	8300-8599	3,402,805.88	-3.05%	3,299,076.00	-13.15%	2,865,175.00
4. Other Local Revenues	8600-8799	2,613,386.28	-1.96%	2,562,213.00	0.00%	2,562,213.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		44,630,393.18	2.84%	45,898,716.00	3.26%	47,395,912.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				20,186,131.32		20,512,849.00
b. Step & Column Adjustment				326,717.68		306,976.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	20,186,131.32	1.62%	20,512,849.00	1.50%	20,819,825.00
2. Classified Salaries						
a. Base Salaries				9,087,794.16		9,244,303.00
b. Step & Column Adjustment				156,508.84		159,363.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,087,794.16	1.72%	9,244,303.00	1.72%	9,403,666.00
3. Employee Benefits	3000-3999	11,136,773.62	1.67%	11,322,572.00	1.49%	11,491,062.00
4. Books and Supplies	4000-4999	1,547,103.64	-7.25%	1,434,968.00	0.50%	1,442,142.00
5. Services and Other Operating Expenditures	5000-5999	3,945,272.79	-13.76%	3,402,241.00	8.26%	3,683,434.00
6. Capital Outlay	6000-6999	109,235.43	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	82,000.00	0.00%	82,000.00	0.00%	82,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	419,635.00	0.00%	419,635.00	0.00%	419,635.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		46,513,945.96	-0.21%	46,418,568.00	1.99%	47,341,764.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(1,883,552.78)		(519,852.00)		54,148.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,200,342.77		4,316,789.99		3,796,937.99
2. Ending Fund Balance (Sum lines C and D1)		4,316,789.99		3,796,937.99		3,851,085.99
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740	1,055,471.12		985,726.12		291,899.12
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,806,318.87		1,413,653.87		2,133,933.87
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,450,000.00		1,392,558.00		1,420,253.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,316,789.99		3,796,937.99		3,851,085.99
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,450,000.00		1,392,558.00		1,420,253.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,450,000.00		1,392,558.00		1,420,253.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.12%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s): <hr/>						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E) 2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		0.00				
		1,542.67		1,542.67		1,542.67
3. Calculating the Reserves a. Expenditures and Other Financing Uses (Line B11)						
		46,513,945.96		46,418,568.00		47,341,764.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		46,513,945.96		46,418,568.00		47,341,764.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		1,395,418.38		1,392,557.04		1,420,252.92
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		1,395,418.38		1,392,557.04		1,420,252.92
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Pacific Grove Unified
Monterey County

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAA
E8BF3KW1T4(2023-24)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(89,299.38)				
Other Sources/Uses Detail					0.00	419,635.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	70,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	19,299.38	0.00				
Other Sources/Uses Detail					19,635.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					200,000.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Pacific Grove Unified
Monterey County

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAA
E8BF3KW1T4(2023-24)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					200,000.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Pacific Grove Unified
Monterey County

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAA
E8BF3KW1T4(2023-24)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Pacific Grove Unified
 Monterey County

Budget, July 1
 2022-23 Estimated Actuals Unaudited Actuals
 SUMMARY OF INTERFUND ACTIVITIES
 FOR ALL FUNDS

27 66134 0000000
 Form SIAA
 E8BF3KW1T4(2023-24)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	89,299.38	(89,299.38)	419,635.00	419,635.00	0.00	0.00

Pacific Grove Unified
Monterey County

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAB
E8BF3KW1T4(2023-24)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	419,635.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					19,635.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					200,000.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Pacific Grove Unified
Monterey County

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAB
E8BF3KW1T4(2023-24)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					200,000.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Pacific Grove Unified
Monterey County

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

27 66134 0000000
Form SIAB
E8BF3KW1T4(2023-24)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	419,635.00	419,635.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. **CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	1,542.67	
District's ADA Standard Percentage Level:	1.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	1,910	1,910		
Charter School				
Total ADA	1,910	1,910	0.0%	Met
Second Prior Year (2021-22)				
District Regular	1,556	1,909		
Charter School				
Total ADA	1,556	1,909	N/A	Met
First Prior Year (2022-23)				
District Regular	1,634	1,855		
Charter School		0		
Total ADA	1,634	1,855	N/A	Met
Budget Year (2023-24)				
District Regular	1,733			
Charter School	0			
Total ADA	1,733			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)				
District Regular	1,968	1,899		
Charter School				
Total Enrollment	1,968	1,899	3.5%	Not Met
Second Prior Year (2021-22)				
District Regular	1,968	1,812		
Charter School				
Total Enrollment	1,968	1,812	7.9%	Not Met
First Prior Year (2022-23)				
District Regular	1,829	1,772		
Charter School				
Total Enrollment	1,829	1,772	3.1%	Not Met
Budget Year (2023-24)				
District Regular	1,772			
Charter School				
Total Enrollment	1,772			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

At the end of 19/20 the pandemic resulted in a continued loss of enrollment due to distance learning. As the district got deeper into the pandemic, enrollment was unsustainable as predicted.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

At the end of 19/20 the pandemic resulted in a continued loss of enrollment due to distance learning. As the district got deeper into the pandemic, enrollment was unsustainable as predicted as families relocated to other regions due to the ability to work remotely.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	1,910	1,899	
Charter School		0	
Total ADA/Enrollment	1,910	1,899	100.6%
Second Prior Year (2021-22)			
District Regular	1,558	1,812	
Charter School	0		
Total ADA/Enrollment	1,558	1,812	86.0%
First Prior Year (2022-23)			
District Regular	1,543	1,772	
Charter School			
Total ADA/Enrollment	1,543	1,772	87.1%
Historical Average Ratio:			91.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			91.7%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	1,543	1,772		
Charter School	0			
Total ADA/Enrollment	1,543	1,772	87.1%	Met
1st Subsequent Year (2024-25)				
District Regular	1,543	1,772		
Charter School				
Total ADA/Enrollment	1,543	1,772	87.1%	Met
2nd Subsequent Year (2025-26)				
District Regular	1,543	1,772		
Charter School				
Total ADA/Enrollment	1,543	1,772	87.1%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,855.31	1,733.19	1,611.00	1,543.00
b. Prior Year ADA (Funded)		1,855.31	1,733.19	1,611.00
c. Difference (Step 1a minus Step 1b)		(122.12)	(122.19)	(68.00)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(6.58%)	(7.05%)	(4.22%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		35,645,491.00	37,599,021.00	39,418,456.00
b1. COLA percentage		8.22%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)		2,930,059.36	1,481,401.43	1,296,867.20
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.22%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		1.64%	(3.11%)	(.93%)
LCFF Revenue Standard (Step 3, plus/minus 1%):		N/A	N/A	N/A

Pacific Grove Unified
Monterey County

2023-24 Budget, July 1
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School District Criteria and Standards Review

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4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	32,784,418.00	35,121,203.00	36,965,066.00	38,905,732.00
Percent Change from Previous Year		7.13%	5.25%	5.25%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		6.13% to 8.13%	4.25% to 6.25%	4.25% to 6.25%

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	35,660,936.00	37,973,297.00	39,792,732.00	41,719,722.00
District's Projected Change in LCFF Revenue:		6.48%	4.79%	4.84%
Basic Aid Standard		6.13% to 8.13%	4.25% to 6.25%	4.25% to 6.25%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2020-21)	24,068,191.53	
Second Prior Year (2021-22)	24,700,126.62	27,210,408.97	90.8%
First Prior Year (2022-23)	26,615,139.97	31,583,454.39	84.3%
	Historical Average Ratio:		89.0%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	86.0% to 92.0%	86.0% to 92.0%	86.0% to 92.0%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2023-24)	28,854,926.00		
1st Subsequent Year (2024-25)	29,330,719.00	32,374,108.00	90.6%	Met
2nd Subsequent Year (2025-26)	29,780,581.00	33,103,102.00	90.0%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	1.64%	(3.11%)	(.93%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-8.36% to 11.64%	-13.11% to 6.89%	-10.93% to 9.07%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.36% to 6.64%	-8.11% to 1.89%	-5.93% to 4.07%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	2,007,132.36		
Budget Year (2023-24)	1,015,180.02	(49.42%)	Yes
1st Subsequent Year (2024-25)	618,971.00	(39.03%)	Yes
2nd Subsequent Year (2025-26)	623,078.00	.66%	No

Explanation:
(required if Yes)

One time Federal revenues are no longer available in subsequent years and District has made adjustments accordingly.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2022-23)	4,101,572.85		
Budget Year (2023-24)	3,402,805.88	(17.04%)	Yes
1st Subsequent Year (2024-25)	3,299,076.00	(3.05%)	No
2nd Subsequent Year (2025-26)	2,865,175.00	(13.15%)	Yes

Explanation:
(required if Yes)

One time State revenues are no longer available in subsequent years and District has made adjustments accordingly.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2022-23)	2,544,457.99		
Budget Year (2023-24)	2,613,386.28	2.71%	No
1st Subsequent Year (2024-25)	2,562,213.00	(1.96%)	No
2nd Subsequent Year (2025-26)	2,562,213.00	0.00%	No

Explanation:
(required if Yes)

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Books and Supplies (Fund 01, Objects 4000-4999) (Form MYR, Line B4)

First Prior Year (2022-23)	2,345,059.00		
Budget Year (2023-24)	1,547,103.64	(34.03%)	Yes
1st Subsequent Year (2024-25)	1,434,968.00	(7.25%)	No
2nd Subsequent Year (2025-26)	1,442,142.00	.50%	No

Explanation:
(required if Yes)

One time Federal/State revenues are no longer available in subsequent years and District has made adjustments to expenditures accordingly.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYR, Line B5)

First Prior Year (2022-23)	5,908,572.49		
Budget Year (2023-24)	3,945,272.79	(33.23%)	Yes
1st Subsequent Year (2024-25)	3,402,241.00	(13.76%)	Yes
2nd Subsequent Year (2025-26)	3,683,434.00	8.26%	Yes

Explanation:
(required if Yes)

One time Federal/State revenues are no longer available in subsequent years and District has made adjustments to expenditures accordingly.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)	8,653,163.20		
Budget Year (2023-24)	7,031,372.18	(18.74%)	Not Met
1st Subsequent Year (2024-25)	6,480,260.00	(7.84%)	Met
2nd Subsequent Year (2025-26)	6,050,466.00	(6.63%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	8,253,631.49		
Budget Year (2023-24)	5,492,376.43	(33.46%)	Not Met
1st Subsequent Year (2024-25)	4,837,209.00	(11.93%)	Met
2nd Subsequent Year (2025-26)	5,125,576.00	5.96%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

One time Federal revenues are no longer available in subsequent years and District has made adjustments accordingly.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

One time State revenues are no longer available in subsequent years and District has made adjustments accordingly.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

One time Federal/State revenues are no longer available in subsequent years and District has made adjustments to expenditures accordingly.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

One time Federal/State revenues are no longer available in subsequent years and District has made adjustments to expenditures accordingly.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? Yes

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	44,346,279.54			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	44,346,279.54	1,330,388.39	1,417,160.59	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)
<p>Explanation: (required if NOT met and Other is marked)</p>	

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,128,610.58	1,205,813.00	1,378,460.11
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,128,610.58	1,205,813.00	1,378,460.11
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	37,620,341.85	40,193,779.72	46,159,319.99
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	37,620,341.85	40,193,779.72	46,159,319.99
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	3.0%	3.0%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.0%	1.0%	1.0%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	939,578.25	26,779,766.09	N/A	Met
Second Prior Year (2021-22)	469,061.54	27,292,987.53	N/A	Met
First Prior Year (2022-23)	(1,915,340.96)	32,003,089.39	6.0%	Not Met
Budget Year (2023-24) (Information only)	(728,214.29)	32,346,498.59		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2020-21)	4,438,131.00	4,496,234.33	N/A	Met
Second Prior Year (2021-22)	4,984,654.00	5,435,812.58	N/A	Met
First Prior Year (2022-23)	5,077,478.00	5,904,874.12	N/A	Met
Budget Year (2023-24) (Information only)	3,989,533.16			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	1,543	1,543	1,543
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): _____

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
b. Special Education Pass-Through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	46,513,945.96	46,418,568.00	47,341,764.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	46,513,945.96	46,418,568.00	47,341,764.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,395,418.38	1,392,557.04	1,420,252.92
6. Reserve Standard - by Amount			

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	(\$80,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	1,395,418.38	1,392,557.04	1,420,252.92

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,450,000.00	1,392,558.00	1,420,253.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,450,000.00	1,392,558.00	1,420,253.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.12%	3.00%	3.00%
District's Reserve Standard (Section 10B, Line 7):	1,395,418.38	1,392,557.04	1,420,252.92
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

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S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(6,519,478.46)			
Budget Year (2023-24)	(7,379,969.59)	860,491.13	13.2%	Not Met
1st Subsequent Year (2024-25)	(8,380,000.00)	1,000,030.41	13.6%	Not Met
2nd Subsequent Year (2025-26)	(8,380,000.00)	0.00	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	419,635.00			
Budget Year (2023-24)	419,635.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	419,635.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	419,635.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: Amount of increase is due to increase costs in Special Education.
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes
to increase in total
annual payments)

Bonds have been issued on individual schedules, the distribution of debt expenses varies.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

- 1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

[Empty text box for explanation]

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2 For the district's OPEB:

a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund
	0	0

4 OPEB Liabilities

a. Total OPEB liability 7,846,234.00

b. OPEB plan(s) fiduciary net position (if applicable) 0.00

c. Total/Net OPEB liability (Line 4a minus Line 4b) 7,846,234.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation? Actuarial

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation 6/30/2023

5 OPEB Contributions

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	242,550.00	242,550.00	242,550.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	460,832.00	490,397.00	531,185.00
d. Number of retirees receiving OPEB benefits	130.00	130.00	130.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	141.9	141	141	141

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Salary schedules are set for 22-23 & salary schedules for subsequent years will be negotiated within each year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

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Monterey County

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Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	206806		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

7.	Amount included for any tentative salary schedule increases	0	0	0
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No	No	No
No		

Certificated (Non-management) Step and Column Adjustments

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	157690	160092	150418
3.	Percent change in step & column over prior year	1.5%	1.5%	(1.5%)

Certificated (Non-management) Attrition (layoffs and retirements)

1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	95.08	122.74	122.74	122.74

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	182465		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	73997	75124	73307
3.	Percent change in step & column over prior year	1.5%	1.5%	(2.5%)

Classified (Non-management) Attrition (layoffs and retirements)

1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	20	22.94	22.94	22.94

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement
% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

25545

4. Amount included for any tentative salary schedule increases

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Amount included for any tentative salary schedule increases	0	0	0

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
Total cost of H&W benefits			
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	19039	19329	18653
Percent change in step & column over prior year	1.5%	1.5%	(1.5%)

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of other benefits included in the budget and MYPs?	No	No	No
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

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S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 01, 2023

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A9. District appointed a new Assistant Superintendent 9/2022 & District is appointing a new Superintendent Fiscal Year 23-24, candidate TBD.

End of School District Budget Criteria and Standards Review

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Budget, July 1
Estimated Actuals 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Pacific Grove Unified

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Following is a chart of the various types of technical review checks and related requirements:

- F** - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKFUND - (Fatal) - All FUND codes must be valid.	<u>Passed</u>
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>Passed</u>
CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.	<u>Passed</u>
CHK-GOALxFUNCTION-B - (Fatal) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699).	<u>Passed</u>

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CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years).	<u>Passed</u>
CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>Passed</u>
PY-EFB=CY-BFB - (Fatal) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791).	<u>Passed</u>
PY-EFB=CY-BFB-RES - (Fatal) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource.	<u>Passed</u>
SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332.	<u>Passed</u>
 <u>GENERAL LEDGER CHECKS</u>	
AR-AP-POSITIVE - (Warning) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund.	<u>Passed</u>
CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.	<u>Passed</u>
CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund.	<u>Passed</u>
CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.	<u>Passed</u>
DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610).	<u>Passed</u>
EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund.	<u>Passed</u>
EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).	<u>Passed</u>
EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).	<u>Passed</u>
EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<u>Passed</u>
INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.	<u>Passed</u>

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INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRA-FD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (Fatal) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

NET-INV-CAP-ASSETS - (Warning) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
12	0000	8660	(\$1,200.00)
Explanation: District is charged negative interest when a resource cash is negative.			
51	0000	8660	(\$352,750.93)
Explanation: District is returning interest from prior year for Bond.			

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (Warning) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: **Exception**

FUND	RESOURCE	VALUE
51	0000	(\$343,989.10)
Explanation: District is returning interest from prior year for Bond.		

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (Fatal) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (Informational) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (Fatal) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form A) must be provided. **Passed**

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved. **Passed**

VERSION-CHECK - (Warning) - All versions are current. **Passed**

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Budget 2023-24
Technical Review Checks
Phase - All
Display - All Technical Checks

Pacific Grove Unified

Monterey County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

WWC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKFUND - (Fatal) - All FUND codes must be valid.	<u>Passed</u>
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>Passed</u>
CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.	<u>Passed</u>
CHK-GOALxFUNCTION-B - (Fatal) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699).	<u>Passed</u>

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CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

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INTRA-FD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (Fatal) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
12	0000	8660	(\$1,200.00)

Explanation: District is charged negative interest when a resource is negative cash

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - (Warning) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CB-BUDGET-CERTIFY - (Fatal) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CS-EXPLANATIONS - (Fatal) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (Fatal) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form A) must be provided. **Passed**

BUDGET-CERT-PROVIDE - (Fatal) - Budget Certification (Form CB) must be provided. **Passed**

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- CHK-DEPENDENCY - (Fatal)** - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

- CHK-UNBALANCED-A - (Warning)** - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

- CHK-UNBALANCED-B - (Fatal)** - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

- CS-PROVIDE - (Fatal)** - The Criteria and Standards Review (Form 01CS) has been provided. **Passed**

- FORM01-PROVIDE - (Fatal)** - Form 01 (Form 01I) must be opened and saved. **Passed**

- MYP-PROVIDE - (Warning)** - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Passed**

- VERSION-CHECK - (Warning)** - All versions are current. **Passed**

- WK-COMP-CERT-PROVIDE - (Fatal)** - Workers' Compensation Certification (Form CC) must be provided. **Passed**

Fund 1 - General Fund - Combined

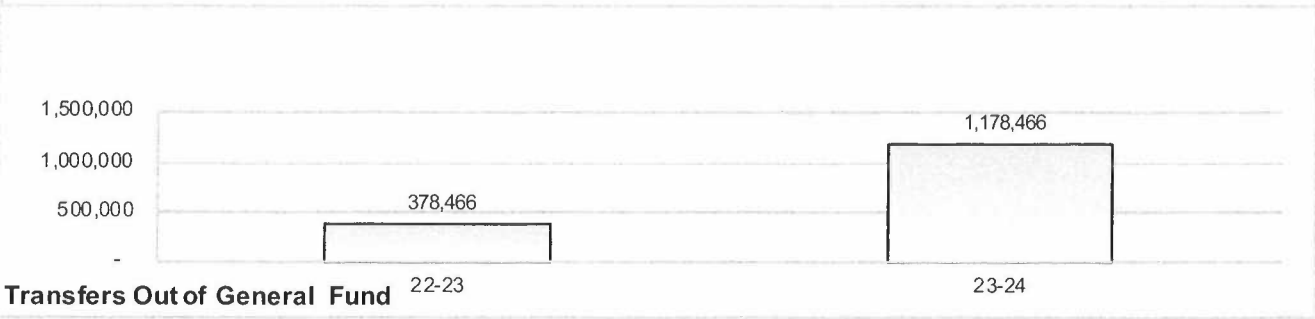
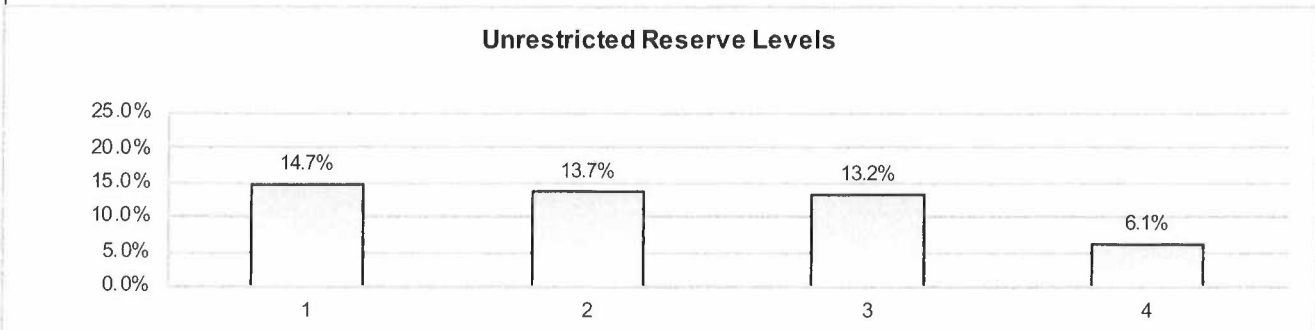
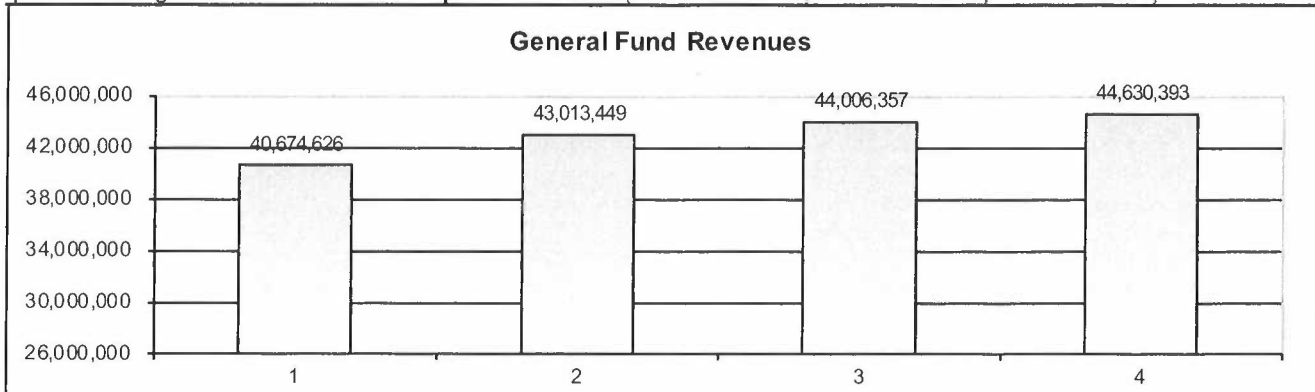
		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Beginning Fund Balance - Rest		2,514,965	2,514,965	2,210,809	1,166,604	413,407
Beginning Fund Balance - Unrest.		5,904,874	5,914,527	3,989,533	2,856,319	2,791,537
Beginning Fund Balance		8,419,839	8,429,492	6,200,342	4,027,924	3,209,945
Revenues:						
LCFF Sources	8000	35,286,660	35,286,660	37,599,021	39,418,456	41,345,446
Federal Sources	8100	1,918,109	1,906,950	1,015,180	618,971	623,078
State Sources	8300	4,023,647	4,283,127	3,402,805	3,299,076	2,865,175
Local Sources	8600	1,785,033	2,529,621	2,613,386	2,562,213	2,562,214
Total Revenues		43,013,449	44,006,357	44,630,393	45,898,716	47,395,913
percent change		5.8%	2.3%	1.4%	2.8%	3.3%
Expenditures:						
Certificated Salaries	1000	18,861,085	18,850,079	20,186,130	20,512,849	20,819,825
Classified Salaries	2000	8,022,597	8,267,558	9,087,793	9,244,753	9,403,666
Employee Benefits	3000	9,947,251	9,992,836	11,136,773	11,322,572	11,491,062
Books and Supplies	4000	2,245,890	2,499,210	1,547,105	1,434,968	1,442,143
Services and Other	5000	3,979,922	4,222,453	3,945,272	3,402,242	3,683,434
Capital Outlay	6000	16,846	42,289	109,235	109,235	109,235
Other Outgo	7100/7400	50,757	51,793	82,000	501,635	522,000
Other Outgo	7300		(89,299)			
Total Expenditures		43,124,348	43,836,920	46,094,311	46,418,568	47,341,764
percent change		6.8%	1.7%	5.1%	0.7%	2.0%
Surplus (Deficit)		(131,139)	169,437	(1,463,917)	(519,853)	54,149
<i>carryover funds</i>						
	Unrestricted					
	Restricted					
Transfers In (Out)						
Fund 11 - Adult Education		-	-	(400,000)	-	-
Fund 12 - Child Development		(19,635)	(19,635)	(19,635)	(19,635)	(19,635)
Fund 13 - Cafeteria		-	-	-	-	-
Fund 14 - Deferred Maintenance		-	(200,000)	(200,000)	(200,000)	(200,000)
Fund 40 - Cap Reserve		-	(200,000)	(200,000)	(200,000)	(200,000)
Net Transfers In (Out)		(19,635)	(419,635)	(819,635)	(419,635)	(419,635)
Ending Fund Balance		8,288,699	8,179,294	3,916,790	3,088,436	2,844,460
Components of Ending Fund Balance						
a Nonspendable - Revolving Cash		5,000	5,000	5,000	5,000	5,000
b Restricted (restricted carryover)		2,366,444	2,316,938	1,055,471	291,899	-
c Committed / Prepaid Exp.						
d Assigned						
Prop Tax Reserve (0.50%)		163,922	163,922	163,922	174,835	175,698
Basic Aid Reserve		3,976,565	3,957,445	895,414	810,044	822,594
Sick Leave Incentive Reserve		70,000	-	-	-	-
Deferred Maint. & RRM Reserve		276,846	276,846	261,017	268,047	274,861
STRS/PERS Reserve 2021-22		131,422	131,422	131,422	131,422	131,422
C/o to FD 40; Donations				14,632	14,632	14,632
e 3% Resv for Econ Uncertainties (3%)		1,298,500	1,327,721	1,389,912	1,392,557	1,420,253
Unassigned/Unappropriated						
Subtotal Unrestricted Reserves		5,917,255	5,857,356	2,856,319	2,791,537	2,839,460
Undesignated Resv Percent						
Ending Fund Balance		8,288,699	8,179,294	3,916,790	3,088,436	2,844,460

Revenues - 8000

ACTION/DISCUSSION B

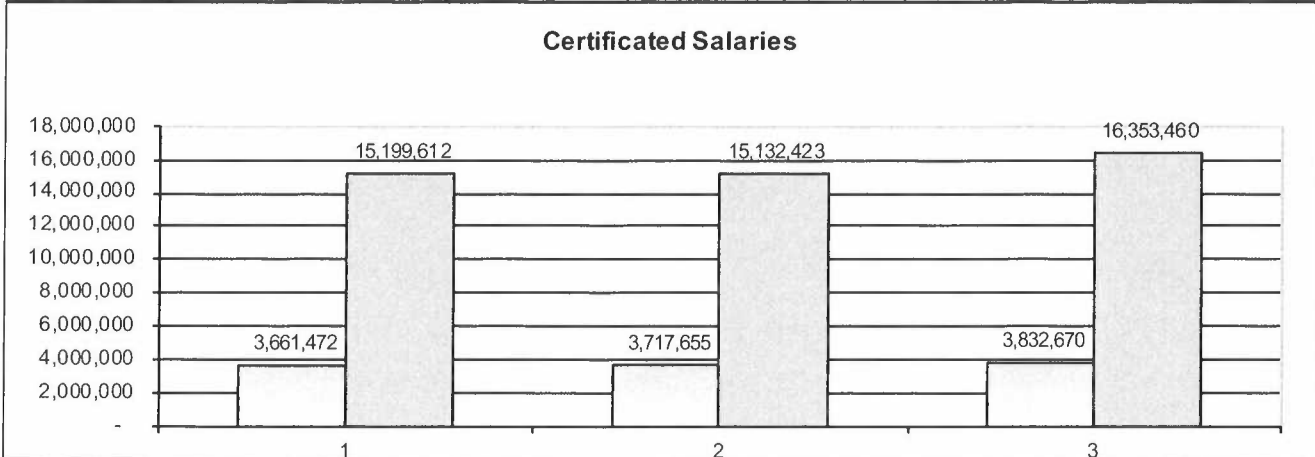
		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
LCFF Sources:	8000					
U LCFF - Current Year	8011	2,505,456	2,505,456	2,505,456	2,505,456	2,505,456
U Prop 30 EPA (thru 18-19)	8012	371,062	371,062	346,638	322,210	308,534
Prop 30/Rev Limit subtotal		2,876,518	2,876,518	2,852,094	2,827,666	2,813,990
U Home Owners Exemptior	8021	115,683	115,683	121,467	127,844	134,556
U Secured Tax Roll	8041	31,223,449	31,223,449	33,417,471	35,171,888	37,018,412
U Unsecured Tax Roll	8042	1,441,245	1,441,245	1,578,022	1,660,868	1,748,064
U Prior Years Taxes	8043	4,041	4,041	4,243	4,466	4,700
Property Tax subtotal		32,784,418	32,784,418	35,121,203	36,965,066	38,905,732
U Transfer-Funds 11&14	8091	(358,831)	(358,831)	(358,831)	(358,831)	(358,831)
U Transfers to Charter Sch	8096	(15,445)	(15,445)	(15,445)	(15,445)	(15,445)
Total LCFF Sources		35,286,660	35,286,660	37,599,021	39,418,456	41,345,446
percent change		-1.1%	0.0%	6.6%	4.8%	4.9%
Federal Sources:	8100					
R Special Education-per UI	8181	376,592	386,663	392,033	376,592	378,475
R SPED Discretionary	8182			20,007		
U Medical Adm Act (MAA)	8290	50,000	25,000	25,000	-	-
R Title I	3010	137,472	137,472	137,857	149,260	150,753
R VEA	3550	-	-	-	25,709	-
R GEER - covid 19	3215	32,174	3,770	-	-	-
R GRF - covid 19	3220	-	-	-	-	-
R Title II Teacher Quality	4035	34,612	34,612	-	35,308	35,661
R Title II Principal Training	4036	25,675	25,675	-	-	-
R Title III Limited English F	4203	10,000	10,000	12,357	12,357	12,481
R All Other Federal Reven	8290	1,251,584	1,283,758	427,926	-	-
Total Federal Sources		1,918,109	1,906,950	1,015,180	599,226	577,369
percent change		90.0%	-0.6%	-46.8%	-41.0%	-3.6%
State Sources:	8300					
U All other state	8590				2,382	2,382
U Mandated Costs/one tim	8550	79,000	71,667	79,000	79,000	79,086
R State Lottery - Restrict	8560	101,246	101,246	94,552	118,724	118,724
R STRS on Behalf	7690	1,667,160	1,667,160	1,748,076	1,804,160	1,804,160
U State Lottery - Unrestrict	8560	288,231	288,231	269,384	301,240	301,240
R Ed Eff grant	6266	415,118	487,172	-	-	-
R ELOP - 2600	2600	274,997	358,972	351,030	-	-
R ELOP - Para	7426	65,438	-	-	200,000	202,000
R Instructional Materials	0156	35,726	-	277,216	-	-
R Dispute resolution	6536	24,870	24,671	-	-	-
R Learning Recovery	7345	608,105	606,105	371,003	-	-
R Learning Recovery	6537	31,198	-	-	-	-
R CBET/SPED Early Int	6547	143,903	140,174	-	-	-
R Math and Reading	0294	-	117,144	-	-	0
R Math and Reading	0296	-	80	-	-	0
R A-Z Success Gr	7412	15,614	9,199	739	-	-
R A-G LLM grant	7413	13,795	3,449	-	-	-
R Arts and Music Block Gr	0760	1,038,935	95,222	95,222	-	-
R Other State (CASPP/PD	8590	-	-	-	119,000	119,000
R CTE Incentive Grant	6387	116,583	116,583	116,583	116,583	116,583
R Mental Health	6546	478	-	-	122,000	122,000
R Mental Health Sped	6512	118,395	118,395	-	-	-
Total State Sources		4,023,647	4,283,127	3,402,805	2,863,089	2,865,175

Revenues (continued)		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Local Sources:	8600					
U Interest - Unrestricted	8660	204,415	269,513	314,513	248,741	248,741
U Gain or Loss on Investr	8662	-	217,994	217,944	227,987	227,987
U Transportation Fees	8675	15,000	15,000	15,000	15,000	15,000
R Other Local Revenue - R	8699	278,304	310,850	332,971	332,971	332,971
U Local Rev (grants, donati	8699	19,630	409,630	437,879	430,830	430,830
U ACSA Stipend	7500	-	39,000	19,800	-	-
R Transfers-COE Sped	8792	1,267,684	1,267,634	1,236,279	1,267,684	1,267,684
Total Local Sources		1,785,033	2,529,621	2,613,386	2,523,213	2,523,213
percent change		-2.7%	33.4%	37.8%	-3.5%	0.0%
Total Revenues - Restricted		7,122,305	6,310,479	4,070,708	4,480,348	4,458,491
Total Revenues - Unrestricted		36,358,054	37,070,867	40,052,951	40,921,254	42,850,330
Total Revenues		43,480,359	43,381,346	44,123,659	45,462,729	47,395,912
percent change		6.9%	-0.2%	1.7%	3.0%	4.3%



Certificated Salaries - 1000

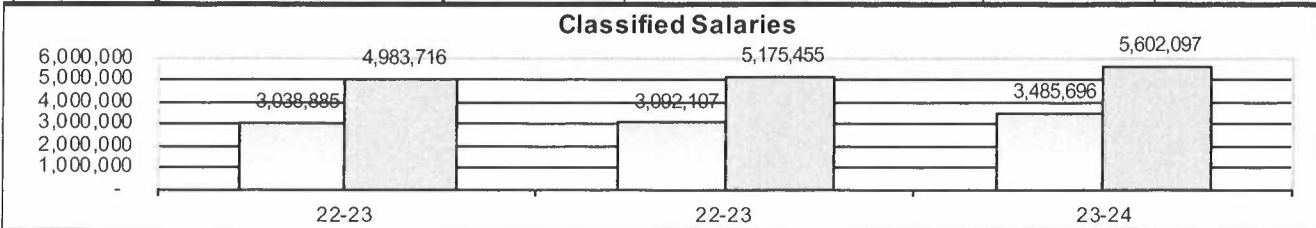
		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Teacher Salaries	1100					
Restricted		2,321,352	2,368,777	2,389,353	2,428,061	2,464,724
Unrestricted		12,352,637	12,292,789	13,312,335	13,527,995	13,732,268
Total Teacher Salaries		14,673,989	14,661,566	15,701,688	15,956,055	16,196,992
Pupil Support	1200					
Restricted		808,278	817,278	871,786	885,909	899,286
Unrestricted		884,721	885,021	943,289	958,570	973,045
Total Pupil Support		1,692,999	1,702,299	1,815,075	1,844,479	1,872,331
Supervisors and Administration						
Restricted	1300/1360	191,197	190,955	203,854	207,156	210,512
Unrestricted		1,772,794	1,764,403	1,898,153	1,928,903	1,960,151
Total Supervisors and Administration		1,963,991	1,955,358	2,102,007	2,136,060	2,170,664
Other Certificated						
Restricted	1900	340,645	340,645	367,677	373,633	373,633
Unrestricted	1960	189,460	190,210	199,683	202,918	206,205
Total Other Certificated		530,105	530,855	567,360	576,551	579,839
Total Restricted		3,661,472	3,717,655	3,832,670	3,894,759	3,948,156
Total Unrestricted		15,199,612	15,132,423	16,353,460	16,618,090	16,871,669
Total Certificated Salaries		18,861,085	18,850,079	20,186,130	20,512,849	20,819,825
percent change		2.0%	-0.1%	7.1%	1.6%	1.5%



Classified Salaries - 2000

ACTION/DISCUSSION B

		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Instructional Aides	2000					
Restricted	2100	1,684,898	1,776,876	1,887,905	1,923,398	1,959,557
Unrestricted		774,750	785,869	840,683	856,488	872,590
Total Instructional Aides		2,459,648	2,562,745	2,728,588	2,779,885	2,832,147
Support Salaries						
Restricted	2200	521,486	530,188	580,368	591,279	602,395
Unrestricted		1,551,129	1,529,019	1,694,149	1,725,999	1,758,448
Total Support Salaries		2,072,615	2,059,207	2,274,517	2,317,278	2,360,843
Support Substitutes						
Restricted	2210/2230	-	-	-	-	-
Unrestricted	2230	-	0	24,150	25,054	-
Total Support Substitutes		-	0	24,150	25,054	-
Supervisors & Administrators						
Restricted	2300	154,041	154,041	237,310	238,568	239,832
Unrestricted		579,630	785,693	824,977	829,349	833,745
Total Supervisors & Administrators		733,671	939,734	1,062,287	1,067,917	1,073,577
Clerical & Office						
Restricted	2400	106,000	106,645	141,922	144,590	147,308
Unrestricted		1,758,895	1,742,981	1,875,439	1,910,697	1,946,618
Total Clerical & Office		1,864,895	1,849,626	2,017,361	2,055,287	2,093,927
Restricted	2900	572,460	524,357	638,191	650,189	662,413
Unrestricted		319,312	331,893	342,699	349,142	355,706
Total Other Classified Salaries		891,772	856,250	980,890	999,331	1,018,118
Total Restricted		3,038,885	3,092,107	3,485,696	3,548,023	3,611,506
Total Unrestricted		4,983,716	5,175,455	5,602,097	5,696,729	5,767,106
Total Classified Salaries		8,022,597	8,267,558	9,087,793	9,244,753	9,403,666
percent change		2.3%	3.1%	9.9%	1.7%	1.7%



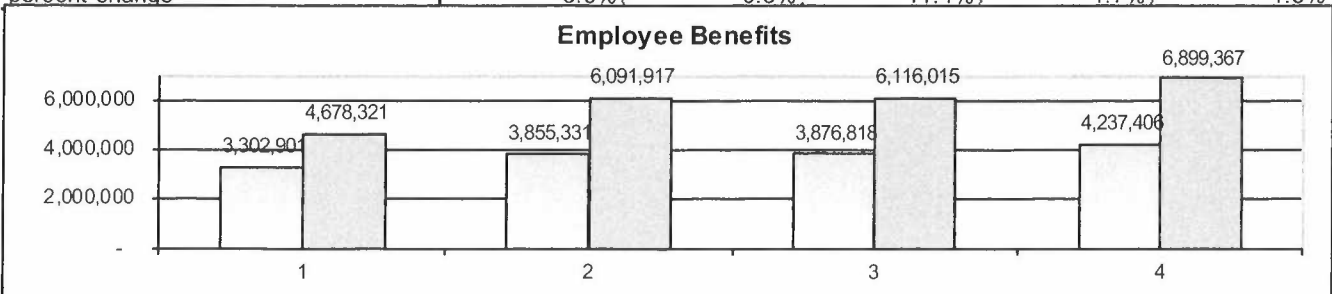
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Updated 5-25-2023

Employee Benefits - 3000

ACTION/DISCUSSION B

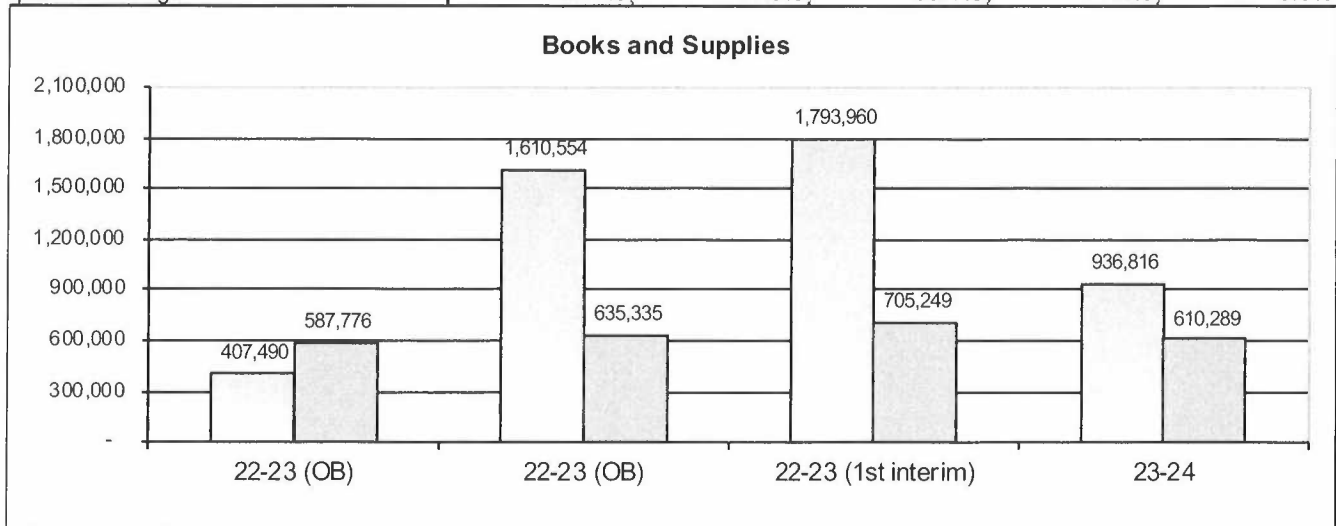
		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
STRS						
Restricted	3100	2,367,382	2,378,119	2,558,319	2,599,252	2,643,439
Unrestricted		2,828,410	2,817,989	3,343,281	3,400,116	3,457,917
Total STRS		5,195,792	5,196,108	5,901,600	5,999,368	6,101,356
Employee - STRS		10.25%	10.25%	10.25%	10.25%	10.25%
Employer - STRS		19.10%	19.10%	19.10%	19.10%	19.10%
PERS						
Restricted	3200	728,580	745,621	885,009	900,054	915,354
Unrestricted		1,275,689	1,298,790	1,550,350	1,576,705	1,603,508
Total PERS		2,004,269	2,044,411	2,435,359	2,476,759	2,518,862
Employee - PERS		7.00%	7.00%	7.00%	7.00%	7.00%
Employer - PERS		25.4%	25.4%	26.7%	27.1%	27.1%
Social Security - Medicare						
Restricted	3300	266,614	267,424	267,424	271,702	276,320
Unrestricted		575,684	583,837	583,837	593,762	603,855
Total Social Security - Medicare		842,298	851,261	851,261	865,464	880,175
Employee - FICA		6.20%	6.20%	6.20%	6.20%	6.20%
Employer - FICA		6.20%	6.20%	6.20%	6.20%	6.20%
Employer/Employee - Medicare		1.45%	1.45%	1.45%	1.45%	1.45%
Health and Welfare						
Restricted	3400	311,386	301,150	342,150	347,624	353,533
Unrestricted		856,990	856,514	863,014	877,685	892,585
Total Health and Welfare		1,168,376	1,157,664	1,205,164	1,225,309	1,246,118
SUI						
Restricted	3500	33,372	33,912	33,912	34,488	35,074
Unrestricted		100,754	101,182	101,182	102,902	101,182
Total SUI		134,126	135,094	135,094	137,390	136,256
Employee - SUI		0.00%	0.00%	0.00%	0.00%	0.00%
Employer - SUI		0.50%	0.50%	0.50%	0.20%	0.20%
Workers Comp						
Restricted	3600	145,125	147,720	147,720	150,231	147,720
Unrestricted		437,610	439,767	439,767	447,243	439,767
Total Workers Comp		582,735	587,487	587,487	597,474	587,487
Experience Mod Rate		2.770	2.770	2.178	2.178	2.178
Other Benefits						
Restricted	3900	2,872	2,872	2,872	2,872	2,872
Unrestricted		16,780	17,936	17,936	17,936	17,936
Total Workers Comp		19,652	20,808	20,808	20,808	20,808
Total Restricted		3,855,331	3,876,818	4,237,406	4,306,223	4,374,312
Total Unrestricted		6,091,917	6,116,015	6,899,367	7,016,349	7,116,750
Total Employee Benefits		9,947,251	9,992,836	11,136,773	11,322,572	11,491,062
percent change		-3.6%	0.5%	11.4%	1.7%	1.5%



Books and Supplies - 4000

ACTION/DISCUSSION B

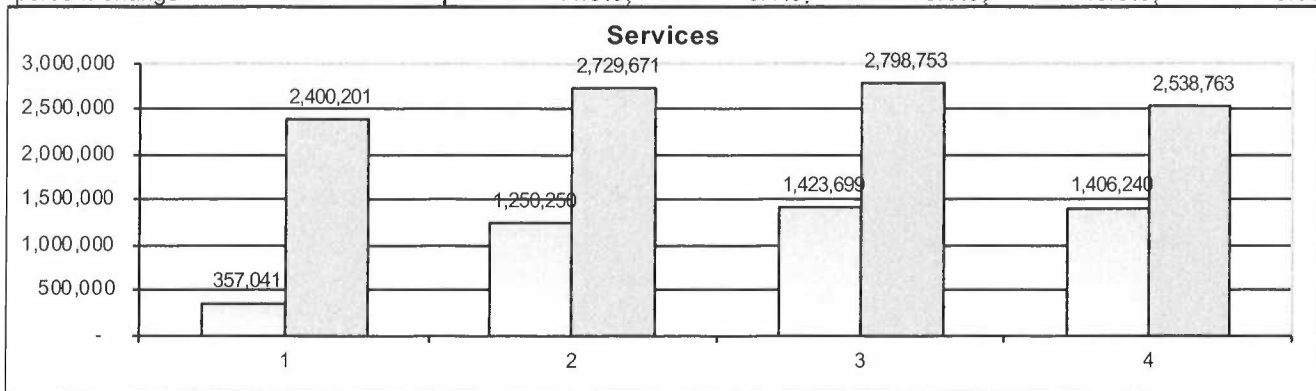
		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Books and Supplies						
Restricted	4100	276,246	271,260	102,990	125,687	126,315
Unrestricted		179,520	179,521	190,500	180,418	181,320
Total Books and Supplies		455,766	450,781	293,490	306,105	307,635
Books and Reference Materials						
Restricted	4200	23,446	23,446	-	-	23,681
Unrestricted		20,199	21,199	25,355	20,300	20,401
Total Books and Reference Materials		43,645	44,645	25,355	20,300	44,083
Materials and Supplies						
Restricted	4300	1,217,028	1,396,365	775,452	650,000	653,250
Unrestricted		416,924	475,013	368,434	400,000	402,000
Total Materials and Supplies		1,633,952	1,871,378	1,143,886	1,050,000	1,055,250
Noncapitalized Equipment						
Restricted	4400	93,834	102,889	58,374	25,000	25,125
Unrestricted		18,692	29,516	26,000	10,000	10,050
Total Noncapitalized Equipment		112,526	132,405	84,374	35,000	35,175
Total Restricted		1,610,554	1,793,960	936,816	800,687	828,371
Total Unrestricted		635,335	705,249	610,289	610,718	613,771
Total Books and Supplies		2,245,890	2,499,210	1,547,105	1,434,968	1,442,143
percent change		125.7%	11.3%	-38.1%	-7.2%	0.5%



Services and Other - 5000

ACTION/DISCUSSION B

	2022-23		2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Travel and Conferences					
Restricted	5200	50,768	98,151	15,000	15,075
Unrestricted		55,830	62,490	55,840	56,390
Total Travel and Conferences		106,598	160,641	70,840	71,465
Dues and Memberships					
Restricted	5300	4,167	4,167	2,500	2,513
Unrestricted		38,527	38,357	38,720	38,913
Total Dues and Memberships		42,694	42,524	41,220	41,426
Insurance					
Restricted	5450	-	-	-	-
Unrestricted		241,839	295,449	258,768	276,881
Total Insurance		241,839	295,449	258,768	276,881
Utilities					
Restricted	5500	-	-	-	-
Unrestricted		1,056,805	1,056,805	1,006,985	1,258,762
Total Utilities		1,056,805	1,056,805	1,006,985	1,258,762
Rentals, Leases & Repairs					
Restricted	5600	52,000	73,402	152,520	74,877
Unrestricted		119,256	126,304	43,094	93,187
Total Rental Leases & Repairs		171,256	199,706	195,614	168,064
Professional/Consulting Services					
Restricted	5800	1,120,909	1,223,989	1,193,590	856,961
Unrestricted		1,073,228	1,067,496	995,356	889,842
Total Professional/Consulting Services		2,194,137	2,291,485	2,188,946	1,746,803
Communications					
Restricted	5900	22,406	23,990	42,630	4,458
Unrestricted		144,186	151,852	140,000	115,575
Total Communications		166,592	175,842	182,630	120,033
Total Restricted		1,250,250	1,423,699	1,406,240	953,885
Total Unrestricted		2,729,671	2,798,753	2,453,472	2,729,550
Total Services and Other		3,979,922	4,222,453	3,945,272	3,683,434
percent change		44.3%	6.1%	-6.6%	8.3%



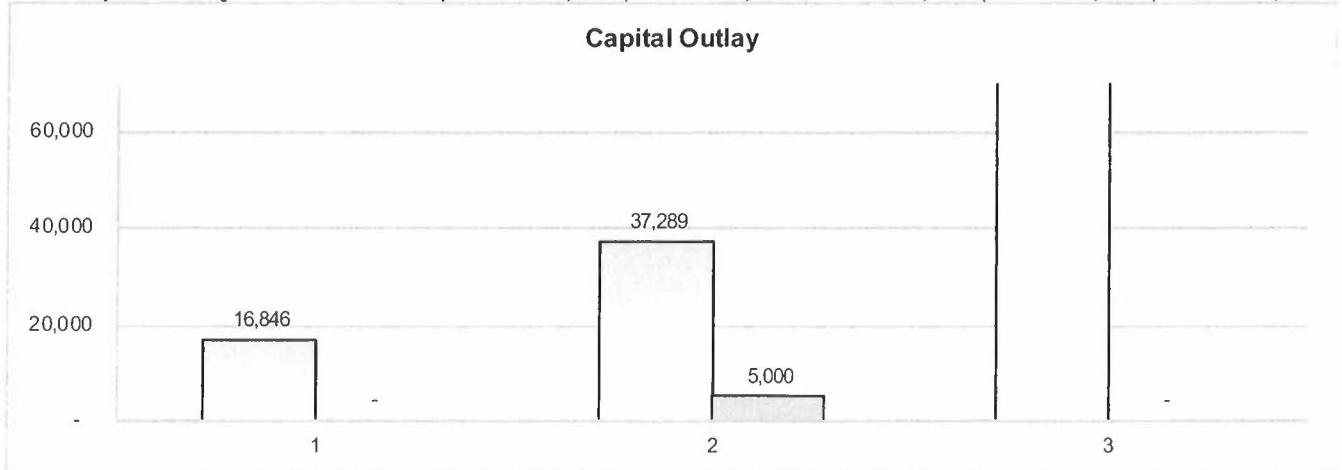
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Updated 5-25-2023

Capital Outlay - 6000

ACTION/DISCUSSION B

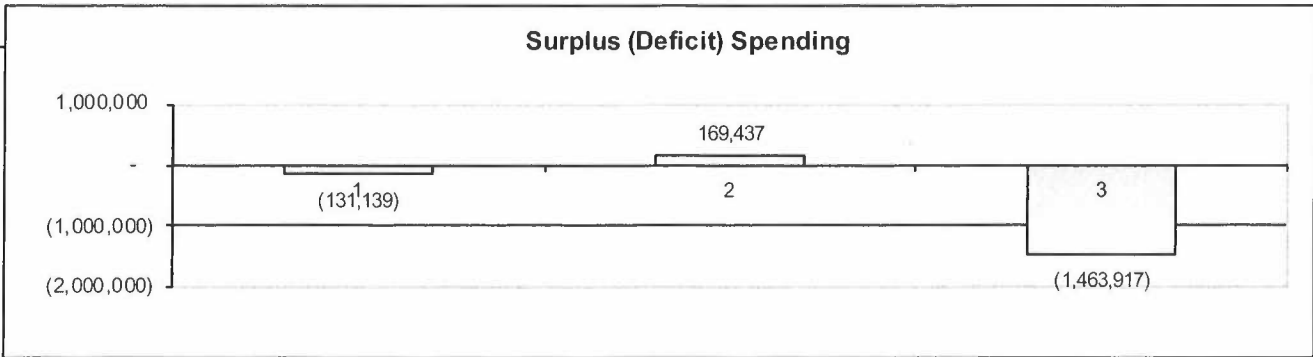
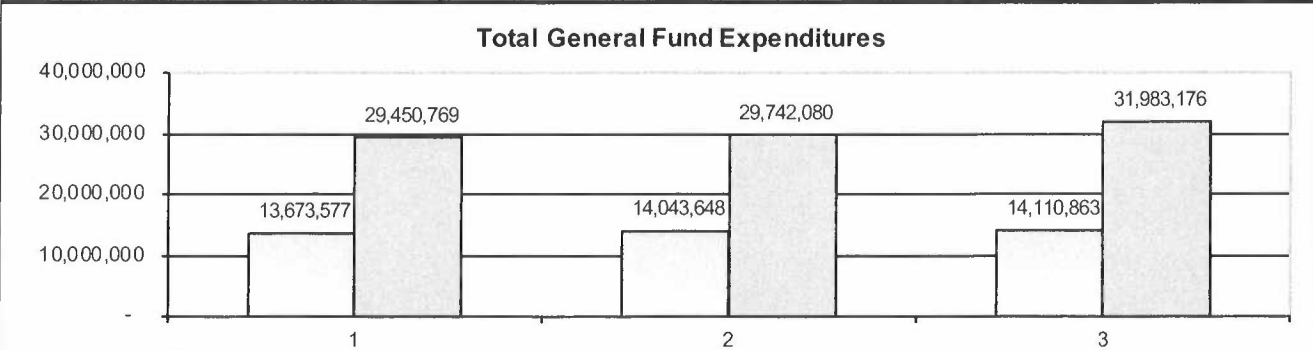
		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Capital Outlay	6400					
Restricted		16,846	37,289	109,235	109,235	109,235
Unrestricted		-	5,000	-	-	-
Total Capital Outlay		16,846	42,289	109,235	109,235	109,235
Other Capital	6500					
Restricted		-	-	-	-	-
Unrestricted		-	-	-	-	-
Total Other Capital		-	-	-	-	-
Total Restricted		16,846	37,289	109,235	109,235	109,235
Total Unrestricted		-	5,000	-	-	-
Total Capital Outlay		16,846	42,289	109,235	109,235	109,235



Other Outgo - 7000

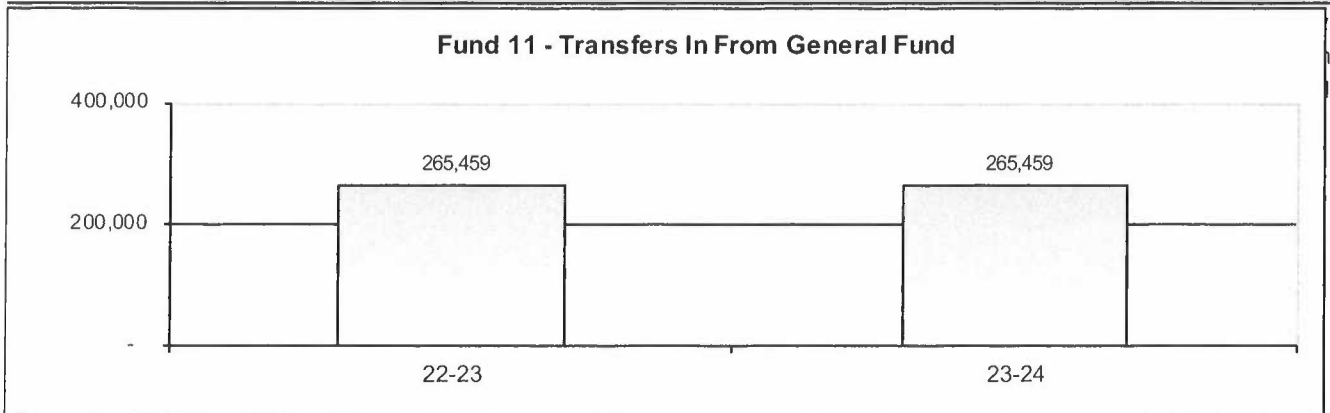
ACTION/DISCUSSION B

		2022-23	2022-23	2023-24	2024-25	2025-26
		First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
State Special Schools						
Restricted	7130	-	-	-	-	-
Unrestricted		-	-	-	-	-
Total		-	-	-	-	-
Other Tuition						
Restricted	7142	138,119	-	82,000	82,000	82,000
Unrestricted		604	604	-	-	-
Total		138,723	604	82,000	82,000	82,000
Indirect Costs						
Restricted	7310	102,120	102,120	20,800	20,800	20,800
Unrestricted		(102,120)	(102,120)	(20,800)	(20,800)	(20,800)
Total		-	-	-	-	-
Indirect Costs						
Restricted	7350	-	-	-	-	-
Unrestricted		(107,601)	(89,299)	-	-	-
Total		(107,601)	(89,299)	-	-	-
Debt Service - Interest						
Restricted	7439	-	-	-	-	-
Unrestricted		-	-	-	-	-
Total		-	-	-	-	-
Debt Service - Principal						
Restricted	7600	-	-	-	-	-
Unrestricted		19,635	-	-	419,635	440,000
Total		19,635	-	-	419,635	440,000
Total Restricted		240,239	102,120	102,800	102,800	102,800
Total Unrestricted		(189,482)	(190,815)	(20,800)	398,835	419,200
Total Other Outgo		50,757	(88,695)	82,000	501,635	522,000
TOTAL EXPENDITURES		43,124,348	43,785,730	46,094,308	46,448,695	47,451,000



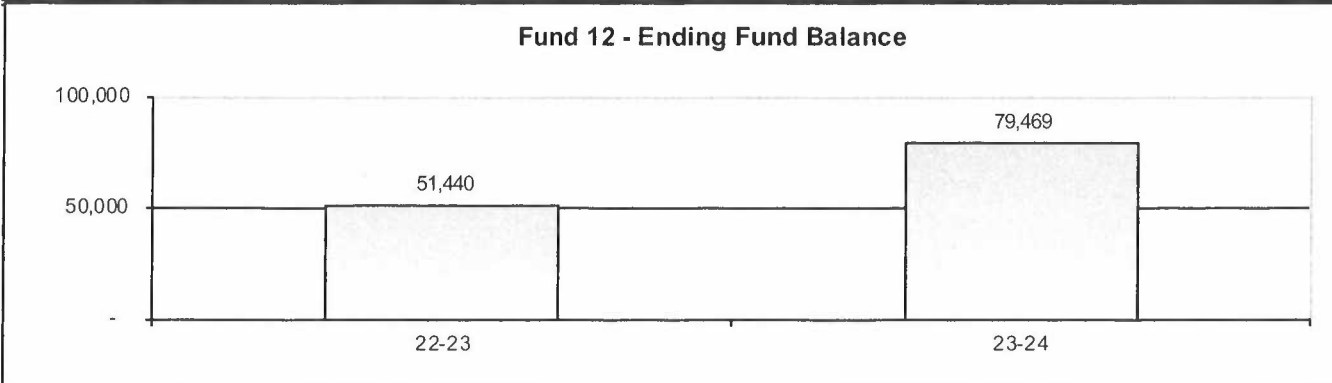
Fund 11 - Adult Education Fund

	2022-23		2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Beginning Fund Balance	2,354,115	2,354,115	491,979	140,789	153,048
Revenues:					
LCFF Sources 8000	265,459	265,459	265,459	265,459	265,459
Federal Revenue 8200	55,295	55,295	55,295	55,295	55,295
Other State Revenue 8091/8590	1,693,945	1,693,945	1,896,913	1,959,285	2,057,249
Other Local Revenue 8600	555,240	612,382	631,769	638,798	651,433
Total Revenues	2,569,939	2,627,081	2,849,436	2,918,837	3,029,436
Expenditures:					
Certificated Salaries 1000	654,991	600,360	685,817	675,909	686,521
Classified Salaries 2000	1,131,517	1,000,389	1,217,259	1,174,323	1,194,639
Employee Benefits 3000	597,321	539,192	683,778	660,582	672,680
Books and Supplies 4000	320,740	1,963,081	275,221	135,890	135,890
Services & Other Operat 5000	199,589	230,986	187,130	159,874	159,874
Capital Outlay 6000	201,331	201,328	151,419	100,000	149,354
Other Outgo 7100			-	-	-
Indirect Costs 7350	70,000	70,000	-	-	-
Total Expenditures	3,175,489	4,605,339	3,200,624	2,906,578	2,998,957
Surplus (Deficit)	(605,550)	(1,978,258)	(351,188)	12,259	30,479
Transfers In - Fund 1 8900					
Ending Fund Balance	1,748,765	376,057	140,789	153,048	183,527
Components of Ending Fund Balance:					
a) Nonspendable - Revolvin 9711					
b) Restricted - grants/donal 9740	-	265,354	13,373	15,782	14,756
c) Committed 9750					
d) Assigned 9780	1,748,765	110,503	127,416	137,266	168,771
e) Unassigned/Unappropriat 9790					
Ending Fund Balance	1,748,765	375,857	140,789	153,048	183,527



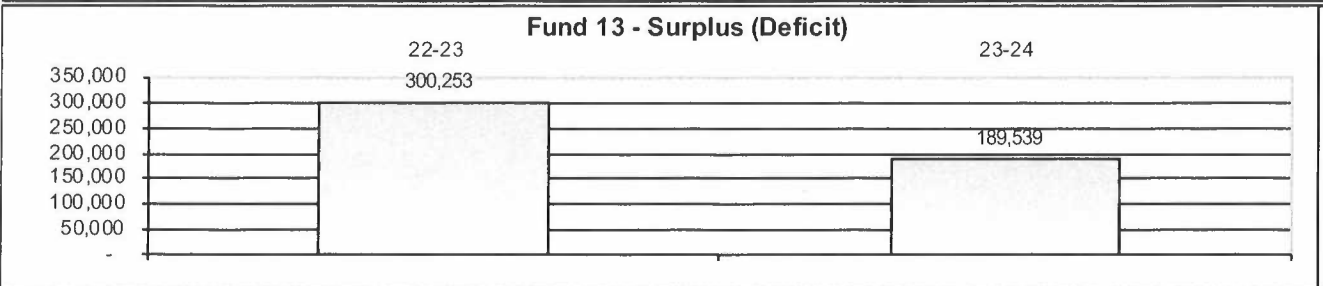
Fund 12 - Child Development Fund

	2022-23		2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Beginning Fund Balance	24,328	24,328	51,217	79,469	123,712
Revenues:					
LCFF Sources 8000			-		
Federal Revenue 8100			-		
State Rev. (Preschool) 8500	129,899	130,122	131,018	131,000	131,000
Local Rev. (BASRP) 8600	360,000	358,236	358,236	358,736	359,236
Total Revenues	489,899	488,358	489,254	489,736	490,236
Expenditures:					
Certificated Salaries 1000	63,104	64,604	67,759	68,823	69,903
Classified Salaries 2000	250,029	255,105	262,682	267,226	271,849
Employee Benefits 3000	110,204	117,306	129,114	132,244	135,428
Books and Supplies 4000	19,572	15,325	11,840	12,000	12,000
Services & Other Operat 5000	9,000	9,242	9,242	5,200	5,200
Capital Outlay 6000	-	-	-	-	-
Other Outgo 7100	-	-	-	-	-
Indirect Costs 7300	17,362	19,299	-	-	-
Total Expenditures	469,271	480,881	480,637	485,493	494,381
Surplus (Deficit)	20,628	7,477	8,617	4,243	(4,145)
Transfers In from Fund 01 8900	19,635	19,635	19,635	40,000	40,000
Ending Fund Balance	64,590	51,440	79,469	123,712	159,567
Components of Ending Fund Balance:					
a) Nonspendable - Revolvin 9711					
b) Restricted 9740	11,225	11,488	10,800		
c) Committed 9750					
d) Assigned 9780	53,365	39,992	68,668	123,712	159,567
e) Unassigned-Res for Ecoi 9789					
Unassigned/Unappropriat 9790					
Ending Fund Balance	64,590	51,440	79,468	123,712	159,567



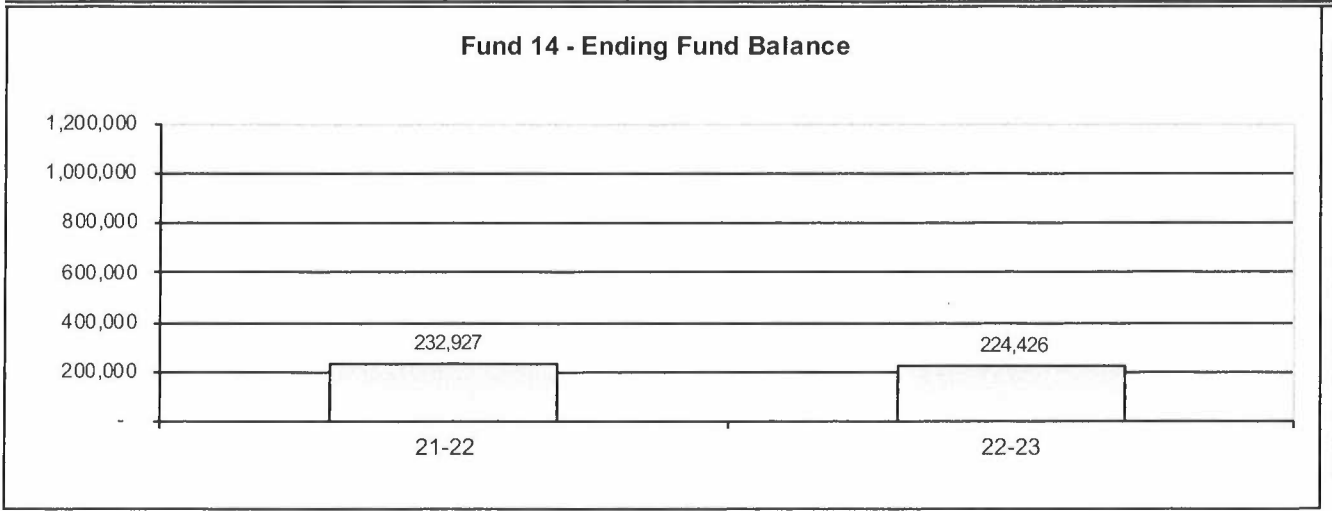
Fund 13 - Cafeteria Fund

	2022-23	2022-23	2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Beginning Fund Balance	534,680	534,680	828,403	1,017,941	1,193,947
Revenues:					
LCFF Sources 8000			-		
Federal Revenue 8200	349,000	407,136	365,536	365,536	365,536
Other State Revenue 8500	941,000	941,000	941,000	941,000	941,000
Other Local Revenue 8600	15,825	19,854	19,854	19,854	19,584
Total Revenues	1,305,825	1,367,990	1,326,390	1,326,390	1,326,120
Expenditures:					
Certificated Salaries 1000			-		
Classified Salaries 2000	337,696	335,220	410,614	418,210	425,947
Employee Benefits 3000	111,020	110,504	129,314	134,751	140,288
Supplies 4000	536,240	594,377	563,536	564,036	564,536
Services 5000	27,233	27,634	33,387	33,387	33,387
Capital Outlay 6000					
Other Outgo/indirect 7100/7350					
Total Expenditures	1,012,191	1,067,737	1,136,851	1,150,384	1,164,158
Surplus (Deficit)	293,634	300,253	189,539	176,006	161,962
Transfers In - General Fur 8900					
Ending Fund Balance	828,314	834,933	1,017,942	1,193,947	1,355,909
Components of Ending Fund Balance:					
a) Nonspendable - Stores 9711					
b) Restricted 9740	828,314	834,905	1,017,941	1,193,947	1,355,909
c) Committed					
d) Assigned - cash in drawer					
e) Unassigned/Unappropriat 9790					
Ending Fund Balance	828,314	834,905	1,017,941	1,193,947	1,355,909



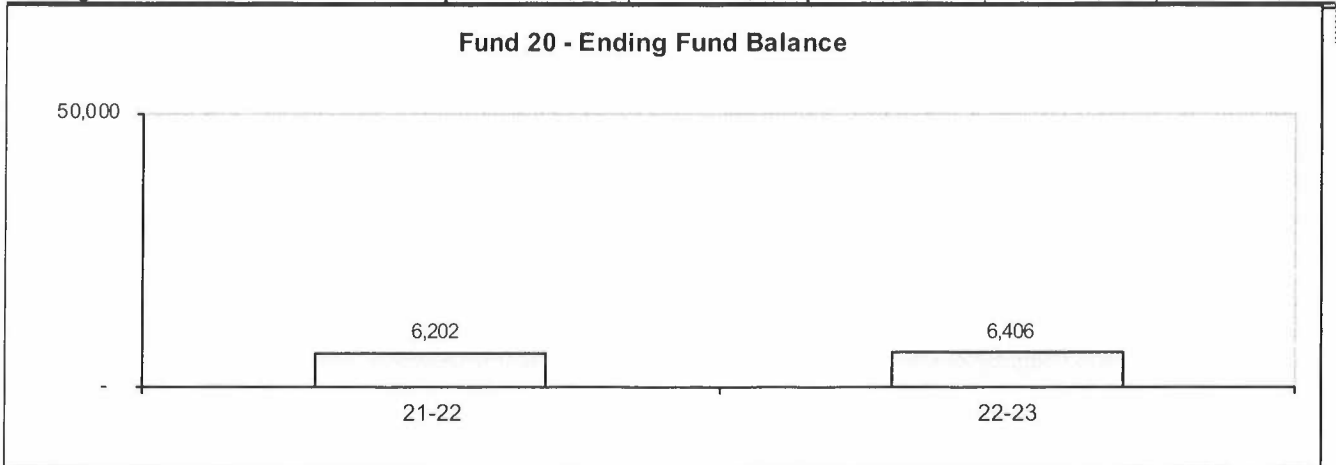
Fund 14 - Deferred Maintenance Fund

	2022-23		2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Beginning Fund Balance	173,872	173,872	224,427	258,635	526,489
Revenues:					
LCFF Sources 8000	93,372	93,372	93,372	93,372	93,372
Federal Revenue 8100					
Other State Revenue 8590			-	-	-
Other Local Revenue 8660	2,982	4,482	4,482	4,482	4,482
Total Revenues	96,354	97,854	97,854	97,854	97,854
Expenditures:					
Certificated Salaries 1000					
Classified Salaries 2000					
Employee Benefits 3000					
Supplies 4300	2,000	196,000	80,000	-	-
Repair/rental/Services 5600/5800	35,300	51,300	183,646	30,000	30,000
Capital Outlay 6000					
Other Outgo 7100					
Indirect Costs 7300					
Total Expenditures	37,300	247,300	263,646	30,000	30,000
Surplus (Deficit)	59,054	(149,446)	(165,792)	67,854	67,854
Transfers In (Out) - to Ger 8900		200,000	200,000	200,000	200,000
Ending Fund Balance	232,927	224,426	258,635	526,489	794,343
Components of Ending Fund Balance:					
a) Nonspendable - Revolvin 9711					
b) Restricted 9740					
c) Committed 9750					
d) Assigned 9780	232,927	224,426	258,635	526,489	794,343
e) Unassigned-Reserve for 9789					
Unassigned/Unappropriat 9790					
Ending Fund Balance	232,927	224,426	258,635	526,489	794,343



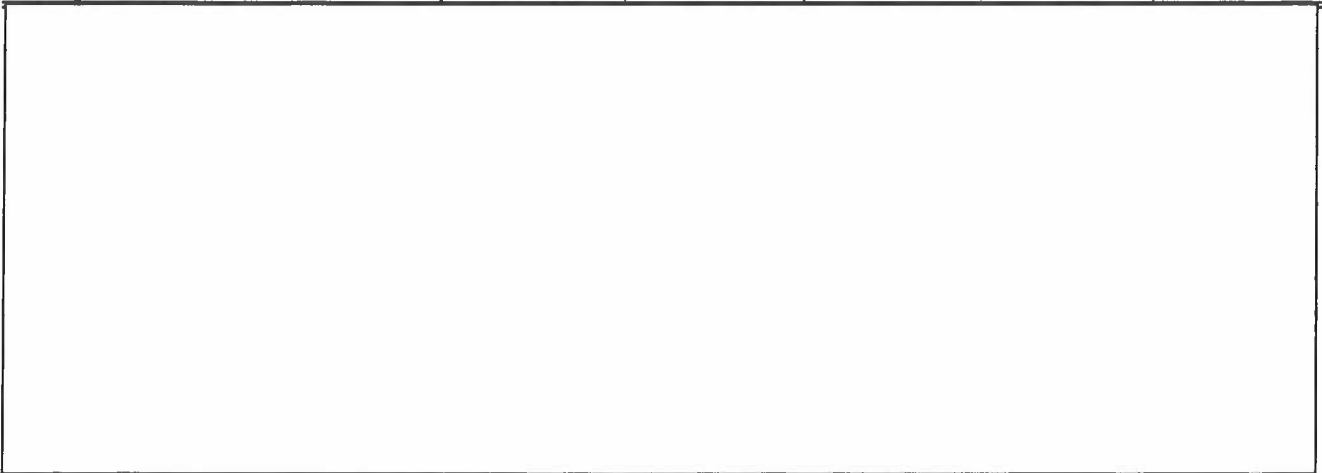
Fund 20 - Postemployment Benefits Fund

	2022-23		2022-23	2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate	
Beginning Fund Balance	6,152	6,152	6,407	6,661	6,915	
Revenues:						
LCFF Sources 8000						
Federal Revenue 8100						
Other State Revenue 8300						
Other Local Revenue 8600	50	254	254	254	254	
Total Revenues	50	254	254	254	254	
Expenditures:						
Certificated Salaries 1000						
Classified Salaries 2000						
Employee Benefits 3000						
Supplies 4000						
Services 5000						
Capital Outlay 6000						
Other Outgo 7100						
Indirect Costs 7300						
Total Expenditures			-	-	-	
Surplus (Deficit)	50	254	254	254	254	
Transfers In (Out) - from (8900						
Ending Fund Balance	6,202	6,406	6,661	6,915	7,169	
Components of Ending Fund Balance:						
a) Nonspendable - Revolvin 9711						
b) Restricted 9740						
c) Committed 9750						
d) Assigned - Medigap 9780	6,202	6,406	6,661	6,915	7,169	
e) Unassigned-Reserve for 9789						
Unassigned/Unappropriat 9790						
Ending Fund Balance	6,202	6,406	6,661	6,915	7,169	



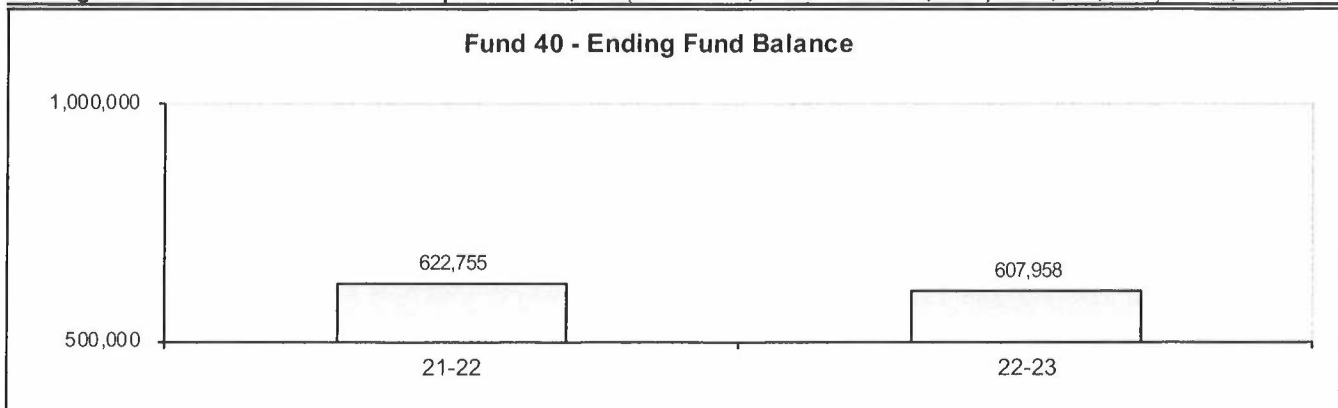
Fund 21 - Building Fund (Education Technology)

	2022-23		2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Beginning Fund Balance	6,511,729	6,511,729	3,162,358	3,928,096	897,176
Revenues:					
Mea D - Series A 8951	5,871,750	5,871,750			
Mea D - Series B			5,871,750		
Mea A - Series C 8951					5,871,750
Mea A - Series D 8951					
Other Local Revenue 8600	91,153	215,116	240,116	240,116	240,116
Total Revenues	5,962,903	6,086,866	6,111,866	240,116	6,111,866
Expenditures:					
Certificated Salaries 1000					
Classified Salaries 2000	125,033	118,702	85,849	87,566	89,317
Employee Benefits 3000	46,687	44,585	33,900	34,578	35,270
Supplies 4000	1,317,868	1,301,815	267,742	273,097	278,559
Services 5000	563,162	983,162	282,250	287,895	293,653
Capital Outlay 6000	7,858,695	7,012,991	4,688,775	2,587,900	1,487,531
Other Outgo 7100					
Indirect Costs 7300					
Total Expenditures	9,911,445	9,461,255	5,358,516	3,271,036	2,184,330
Surplus (Deficit)	(3,948,542)	(3,374,389)	753,350	(3,030,920)	3,927,536
Transfers In (Out) 8900/(7619)					
Ending Fund Balance	2,563,187	3,137,340	3,915,708	897,176	4,824,713
Components of Ending Fund Balance:					
a) Nonspendable - Revolvin 9711					
b) Restricted 9740	2,524,154	3,058,577	3,780,652	897,176	4,824,713
c) Committed 9750					
d) Assigned 9780	39,032	78,763	135,056	39,032	-
e) Unassigned-Reserve for 9789					
Unassigned/Unappropriat 9790					
Ending Fund Balance	2,563,186	3,137,340	3,915,708	936,208	4,824,713



Fund 40 - Capital Outlay Projects Fund

	2022-23	2022-23	2023-24	2024-25	2025-26
	First Interim	Second Interim	Adopted Budget	MYP Estimate	MYP Estimate
Beginning Fund Balance	485,814	485,814	608,230	915,977	1,021,906
Revenues:					
LCFF Sources 8000					
Other State Revenue 8300					
Leases & Rentals 8600	265,347	272,474	272,747	280,929	289,357
Interest income 8600	1,300	-	-	-	-
Total Revenues	266,647	272,474	272,747	280,929	289,357
Expenditures:					
Certificated Salaries 1000					
Classified Salaries 2000					
Employee Benefits 3000					
Supplies 4000		200,000	-	-	-
Services 5000	8,679	29,770	165,000	175,000	250,000
Capital Outlay - Equipme 6000					
Other Outgo 7100	119,727	120,560	-	-	-
Indirect Costs 7300			-	-	-
Total Expenditures	128,406	350,330	165,000	175,000	250,000
Surplus (Deficit)	138,241	(77,856)	107,747	105,929	39,357
Transfers In (Out) 8900		200,000	200,000		
Ending Fund Balance	624,055	607,958	915,977	1,021,906	1,061,264
Components of Ending Fund Balance:					
a) Nonspendable - Revolvin 9711					
b) Restricted 9740					
c) Committed 9750					
d) Assigned 9780	622,755	600,831	915,977	1,021,906	1,061,264
e) Unassigned/Unappropriat 9790					
Ending Fund Balance	622,755	600,831	915,977	1,021,906	1,061,264



- 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 Unified School District Local Control and Accountability Plan

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Buck Roggeman, Director of Curriculum and Special Projects

RECOMMENDATION:

The District Administration recommends the Board review and approve the Pacific Grove Unified School District Local Control and Accountability Plan (LCAP) for the 2023-2024 school year.

BACKGROUND:

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for our district to share our stories of how, what, and why programs and services are selected to meet our local needs. Educational partner feedback about our current plan is integral to the process of developing the LCAP.

INFORMATION:

Since the public hearing, Monterey Country Office of Education officials have reviewed our LCAP and offered feedback that has been incorporated into the document. None of the substance of the LCAP has changed. The feedback provided guidance on which information needed to be emphasized in the analysis of our goals.

PGUSD is completing the second year of our current three-year LCAP. Our current goals encompass a broad range of services designed to serve all students. We are also required to clearly state which services specifically support our unduplicated pupil population (low-income students, Foster youth, and English learners) and other targeted groups (students with disabilities, students experiencing homelessness, and Hispanic students) with a goal of closing the achievement gap to our general population. Important components of the plan are:

- Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

Feedback from educational partners informed every aspect of this year's LCAP. The document reflects the ideas and input from families, students, teachers, classified staff, administration, and community members. The current plan will be in place through the end of next year at which point a new three-play will be developed.

FISCAL IMPACT:

The fiscal impact of the planned actions for 2023-2024 are documented in the LCAP.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Grove Unified School District

CDS Code: 27661340000000

School Year: 2023-24

LEA contact information:

Buck Roggeman

Director of Curriculum & Special Projects

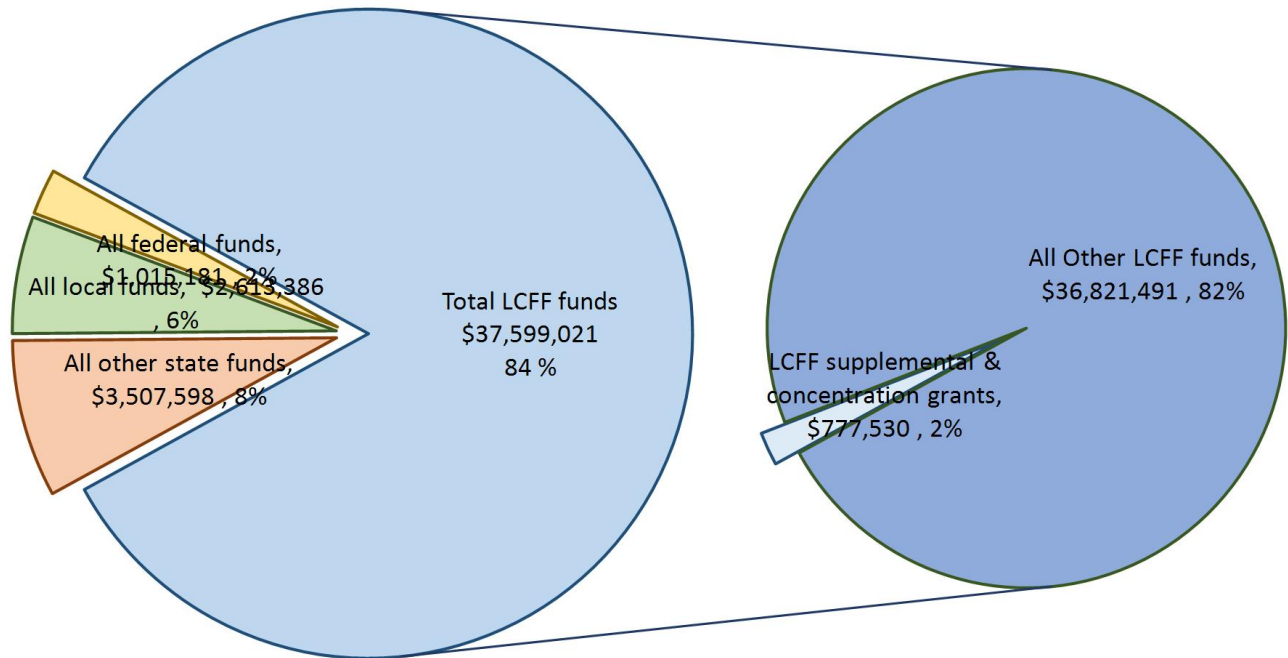
broggeman@pgusd.org

831 646-6526

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

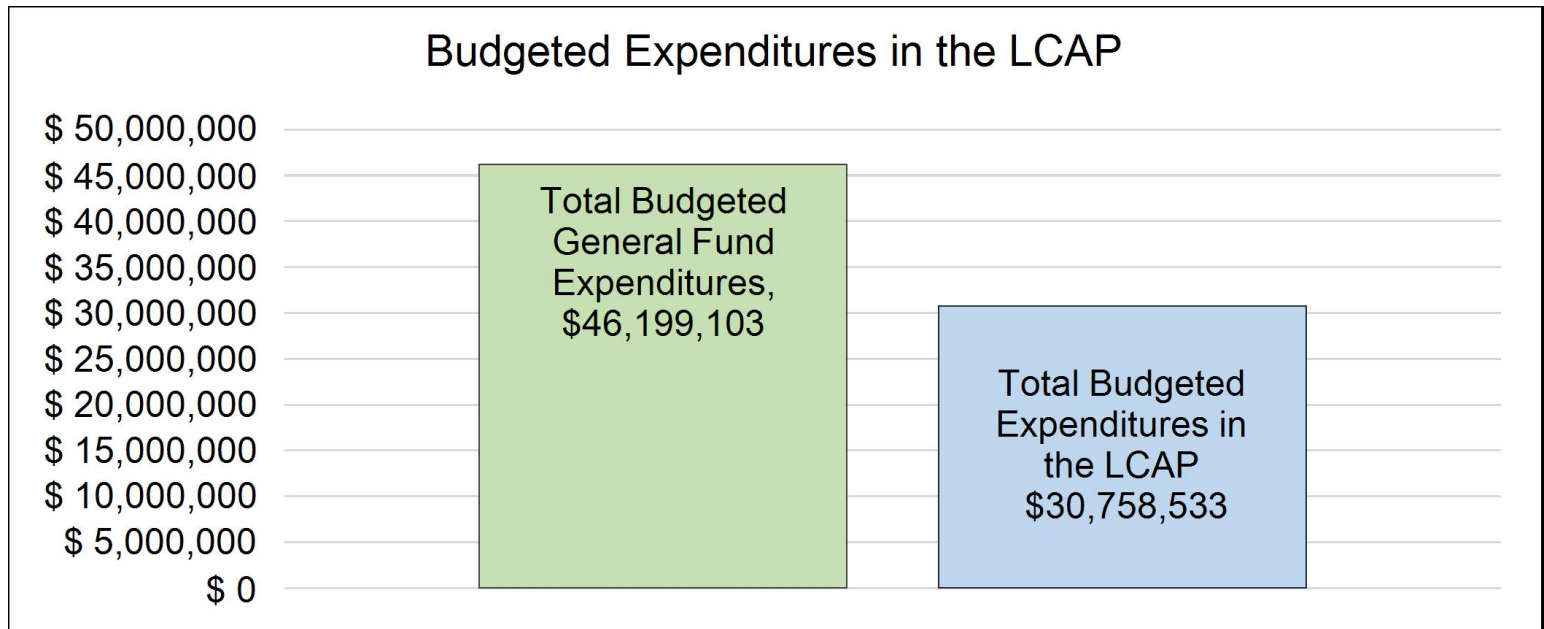


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Grove Unified School District is \$44,735,186, of which \$37,599,021 is Local Control Funding Formula (LCFF), \$3,507,598 is other state funds, \$2,613,386 is local funds, and \$1,015,181 is federal funds. Of the \$37,599,021 in LCFF Funds, \$777,530 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Grove Unified School District plans to spend \$46,199,103 for the 2023-24 school year. Of that amount, \$30,758,533 is tied to actions/services in the LCAP and \$15,440,570 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

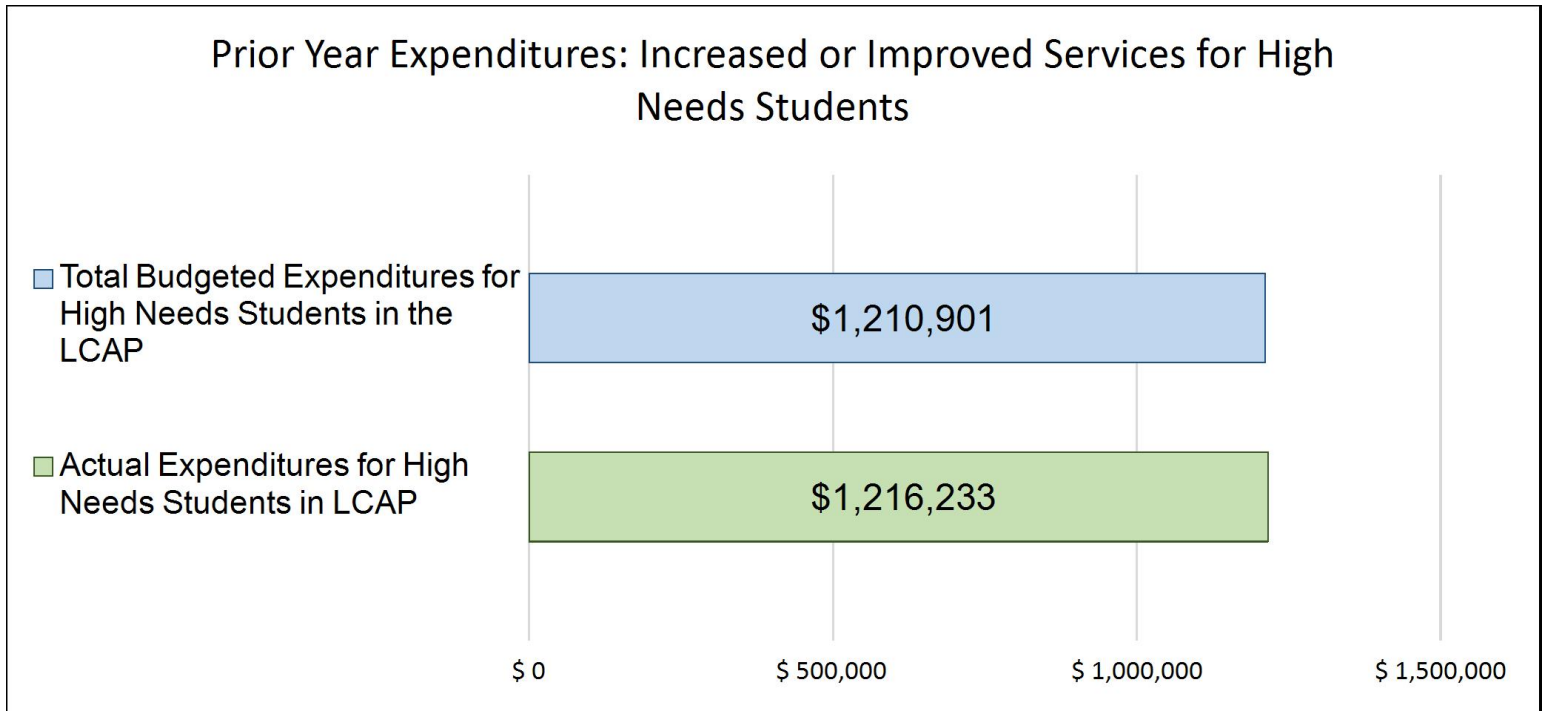
The \$15,440,570 will be used to pay for employee benefits (3000 object code), services (5000), other outgo expenditure (7000 object code).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pacific Grove Unified School District is projecting it will receive \$777,530 based on the enrollment of foster youth, English learner, and low-income students. Pacific Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Grove Unified School District plans to spend \$1,160,955 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Pacific Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Pacific Grove Unified School District's LCAP budgeted \$1,210,901 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District actually spent \$1,216,233 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Pacific Grove Unified School District (PGUSD) provides public education to students in grades transitional kindergarten through twelfth grade. In addition, we offer a special education preschool and an adult transition program, ages 18-22, for students who reside in Pacific Grove and a portion of Pebble Beach.

There are two elementary schools – Robert Down and Forest Grove, one middle school – Pacific Grove Middle School, one comprehensive high school - Pacific Grove High School, and one alternative high school – Pacific Grove Community High School. The District serves a diverse student population with a total enrollment of 1,781 comprised of 58.3% white, 20.0% Hispanic, 10.6% Asian, 5.4% two or more, 1.7% African American, 0.7% Pacific Islander, 0.6% Filipino, 0.6% American Indian, 1.7% not reported, 3.8% English learners, 17.1% Socio Economically disadvantaged.

All students in Pacific Grove Unified are taught by highly qualified and appropriately assigned teachers with instructional materials that support the implementation of the California State Standards for all core content areas. In addition to our instructional base program, all students receive physical education and a robust music program that includes vocal and instrumental instruction in grades TK-12 with appropriately assigned teachers.

For students to thrive academically, we also address their social and emotional needs through a variety of programs at all of the school sites. We provide counseling services and school psychologists to ensure students' social and emotional needs are met.

PGUSD is dedicated to preparing students for college and careers with 21st-century skills. Our district keeps elementary class sizes low, especially in the primary grades. The goal of our elementary schools is to promote strong literacy and mathematics instruction to support critical thinking in all content areas. The middle school builds on this foundation with content-area instruction that further develops students' abilities to effectively communicate orally and in writing, think critically, collaborate, and extend learning through creativity and innovation. The high school offers academic counseling to guide students with various options for college or career through Career Technical Education pathways, courses aligned to A to G requirements, a variety of advanced placement courses, and dual enrollment courses with Monterey Peninsula College.

English language learners are supported by staff with the appropriate credential to instruct students of various language levels. Students who have been identified with disabilities are taught by appropriately credentialed staff who meet each student's needs through the Individual Education Plan process. Currently, our district serves 14.7% of Students with Disabilities and .2% Foster youth. We strive to ensure all students receive the appropriate support to ensure college and career readiness upon high school graduation.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

After a careful analysis of the District's performance on the multiple indicators, a majority of our students are meeting or exceeding the standards in grades 3-8 and 11 in English Language and Mathematics as indicated by student performance on statewide assessments. This shows the implementation of an effective educational program for our students. On the California Assessment of Performance and Progress (CaASPP) English Language Arts assessment, 74.54% of our students met or exceeded state standards. CaASPP Mathematics assessments, 57.45% of students met or exceeded standards. Similar to other districts, Pacific Grove Unified School District experienced a decrease in performance levels compared to pre-pandemic numbers. Our English Language Arts scores dropped by 4% while our mathematics scores decreased by 8%. Overall, our performance represents a success when considering the social emotional toll the pandemic took on students, families, staff.

PGUSD's graduation rates are high, suspension rates are low, and reclassified English learners perform at or better than their English only counterparts in English Language Arts assessments and are close to English only students in mathematics assessments.

The district's suspension rate was low with only 1.3% of students being suspended for at least one day and no student group falling in the very high, high, or medium categories.

In 2021-2022, we increased our number of student completing A-G requirements for entry into the UC/CSU system to 63%, up from 59% in 2020-2021. Our advanced placement passing rate also remains very high with 75% of students receiving a score of 3 or above in 2021-2022, up 2% over the previous year's numbers.

Although the 2022 California dashboard did not include metrics for College and career readiness, we have shown improvement in this area in the past. We showed an improvement in the 2020 College and Career readiness as compared to the 2019 readiness data with an overall improvement from 60% prepared to 69% prepared. All target groups made positive gains as well: Socio-economically challenged improved from 43% prepared to 48% prepared, Hispanic 40% prepared to 64%.

In 2022, our graduation rate reached 93.6% which compares favorably to our recent history. 2018-2019 (92.6% graduated), 2019-2020 (95.3%), 20210-2021 (93.9%). More impressively, the graduation rate of socioeconomically disadvantaged students reached a high of 96.2%.

We are implementing our plan to use the Measures of Academic Progress Assessments three times a year to monitor student progress especially for our English learners, low income, special needs, and foster/homeless youth. In addition to this assessment, we will continue to monitor student progress through the analysis of student work at the classroom level to meet students where they are instructionally. Teachers and staff will collaborate and share best practices in support of student learning.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism has been identified as an area of need in the past, and our data from 2021-2022 indicates that it continues to be a need. With an emphasis on health and efforts to keep the spread COVID-19 to a minimum, the district encouraged families to keep sick children home. With our return to in person instruction last year, this messaging continued as we wanted to emerge from the pandemic as smoothly as possible. In the current year, we have leveraged new intervention programs such as mental health counseling to triangulate information on students with high rates of absenteeism.

On the 2022 CA Dashboard the state indicator in which overall performance was "Very High" was in English Language Arts. Our students performing two or more levels below are our Socioeconomically Disadvantaged students at "Medium" and our EL, and students with Disabilities are performing at "Low"

In addition, the indicator for Math for the following student group (EL, Hispanic, Socioeconomically Disadvantaged, and students with Disabilities) were performing two or more levels below the "all student" group.

As a result, District will take the following steps to address these areas of low performance and performance gaps: for English language arts we will offer designated supports for English learners, a reading intervention program in grades 3-5, a transition English class for grades 6-8, and add two productive study sections at the high school. For math, PGUSD offers two support classes at the high school targeting students who need assistance in IM1 and IM2, a sixth grade math support class at the middle school; we also adopted a new math program with more support materials at the middle school, and a math intervention program will be initiated at our elementary schools to assist students demonstrating a need.

We continue to identify students with learning gaps, especially our English learners, socio-economically challenged, special needs, and homeless/foster youth. State testing results revealed that in English language arts our socioeconomically disadvantaged youth performed two levels below our general student population while our English learners and students with disabilities were three levels below them. In math, our English learners, socioeconomically disadvantaged youth, Hispanic students, and students with disabilities all performed two levels below that of our general student population.

Based on local assessments, the identified target groups receive increased and improved services honing in on specific skill gaps through our intervention supports at the elementary level. At the middle and high schools, an increase in support classes have been added for credit recovery, advisory periods, and additional productive study classes offered at the high school. These supports will continue into the coming year.

Ongoing collaborative discussions and analysis of formative assessments at grade level and department meetings focus on refining and increasing services to meet the needs of target groups at each site. This information helps to identify specific target groups by school site, content area, and any additional areas of intervention support to determine if intervention efforts are being successful.

Furthermore, the work being done at each site to address the social and emotional needs of students is ongoing. The pandemic and its effects continue to require increased support in the area of social and emotional wellness to make school a safe place where all students thrive. PGUSD will access the expertise of our Mental Health Therapists to develop professional growth opportunities for staff, so they can better understand our students' mental health needs and take specific steps to address those needs in the instructional setting. An integral aspect of our SEL goal is continuing our cultural proficiency work to ensure that all students see themselves and their experience reflected in our curriculum and valued during their time at school. PGUSD is working to shift our perspective, so all our educational partners understand that our diversity is a strength.

Our school wide efforts to address the social emotional needs of students will continue. This effort includes the implementation of Toolbox at the elementary schools, Character Strong at the Middle School and Restorative Practices at the high school to address the needs of all our students. With additional grant funding through supplemental one-time state and federal programs, we have added one counseling position at the high school and a mental health professional at the elementary level. The Middle School received a grant from CalHope that will support the school with additional counseling and other social-emotional supports for students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features in the 2021-24 LCAP are PGUSD's 3 goals.

Goal 1: The first goal emphasizes equity by building positive, safe, and stimulating educational program for ALL students, so they are college and/or career ready upon graduation. Pacific Grove High School is transitioning to an 8-period day to provide more opportunities for students to broaden their course of study. Pacific Grove Middle School and both elementary schools have added Spanish to their instructional programs, and PGHS added a local world language testing pathway which resulted in more students earning the State Seal of Biliteracy.

Goal 2: Our second goal recognizes the impact of the pandemic on the social emotional well-being of our educational community. Understanding this situation, PGUSD will 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. We will be leveraging the expertise of our mental health staff and counseling team to provide training for staff to serve our students' mental health needs more effectively. We will also expand on parent education opportunities, so our families are better equipped to move forward out of the pandemic malaise.

Goal 3: The third goal maintains our focus on our system of support for our unduplicated pupil populations (economically disadvantaged youth, students with disabilities, foster youth, and English learners). PGUSD will continue to fortify our robust intervention programs at the elementary, middle, and high schools. The district has expanded intervention at all sites to address the learning gaps developed during the pandemic. The data reveals that these intervention service enhancements continue to be necessary, so they will continue into 2023-2024.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

District Level

Pacific Grove Unified School District takes a structured, layered approach to receiving feedback from our educational partners. Feedback from our educational partners is actively sought and received at the district and school site levels. One key aspect of our feedback system is the alignment of our School Plans for Students Achievement (SPSA) to our Local Control Accountability Plan. Because site goals are aligned with our district goals, the specific actions that our sites take to improve fall under the eight state priorities. When our School Site Councils work to develop their plan for reaching the goals listed in their SPSA's, their site plans support the LCAP.

At the district level, our educational partners drive the development of the Local Control Accountability Plan and the actions taken in support of its goals. Our partners include but are not limited to families, parents of students with disabilities, parents of English learners, students, the Pacific Grove Teachers Association, the Classified State Employees Association, city officials, and community members. Pacific Grove Unified School District uses multiple methods to gather this input for the LCAP. The most direct manner in which feedback is gathered is through our LCAP Parent Advisory Group meetings. Parents representing a diverse group of students at our elementary and secondary schools comprise the committee which also includes administrators from throughout the district. The LCAP advisory team met five times this year with a specific purpose for each meeting: 1. An overview of the LCAP, 2. Review goal one, 3. Review goal two, 4. Review goal three, and 5. Review and help complete the LCAP draft plan. The district also held two meetings with our District English Language Advisory Committee - one at the beginning of the year and one toward the end.

PGUSD recognizes the need to engage our educational partners who may be hesitant to join committees. With this in mind, the district conducted an analysis of where most of our unduplicated pupil population lives and held an outreach meeting at a park in the neighborhood with the greatest number of these students. Although more informal in nature, the feedback from the PGUSD Park Party provided a fresh voice from families that we do not usually reach. District wide, we also capture family voice through the parent version of the California Healthy Kids Survey. This year, we had 295 parents respond. To help keep families informed, the district sends out a weekly newsletter and a summary of action taken after school board meetings.

The district regularly welcomes and receives feedback from our employee groups. These meetings occur every other month and include union leadership, the Superintendent, the Assistant Superintendent, and the Director of Human Resources. The negotiations process also identifies needs of our employee groups which are addressed in a structured, respectful manner throughout the negotiations period.

The district also conducts monthly management meetings where district and site concerns are discussed. A similar meeting with District Office staff is held on Fridays following School Board meetings, so our confidential employees can receive an update on school board topics and have a forum to bring forward ideas to improve our work flow.

Finally, our educational partners often actively engage at our school board meetings and provide feedback about our programs and practices.

Site Level

The School Site Councils are the most structured feedback venue for our educational partners. These groups develop the School Plans for Student Achievement at each of our sites. During this process, each of the sites share the actions implemented throughout the school year along with the measurable outcomes for those actions. With this information, educational partners are able to provide specific input and direction for actions to be implemented in this and the following school year. This is done intentionally to involve all stakeholders with multiple opportunities to provide feedback on annual updates and future goals in a meaningful way.

Generally, at all of the schools, the educational partner feedback process includes Site Councils, leadership team meetings, staff meetings, student surveys/focus groups, and virtual principal check-ins. Each site also sends a weekly update (newsletter) to our families. Our sites send the updates on different days of the week, so our families are not inundated with too much information at once.

The following are the meeting schedules for each of the sites and the educational partners involved in those meetings:

High School/Community High School

Site Council meetings: quarterly

Leadership meetings (Department Chairs and Instructional Leadership Team): Monthly from August to May

Staff meetings: PGHS - monthly faculty meetings, monthly professional development meetings. PGCHS - weekly staff meetings.

Student surveys/focus groups: This year, the administration and TOSA utilized several different data instruments throughout the year to gain insight into the current state of student learning, both in terms of academic growth and social-emotional health. Input from this report combined with data analysis from other collection instruments, such as the CORE SEL survey, MAP results, and the CHKS, help provide the impetus for and serve as a rationale for programmatic decisions.

Middle School:

School Site Council: monthly meetings

PGMS Site Leadership: Instructional Leadership Team (meets monthly): The team looked at Map assessment data, Olweus student survey data, and CoreSEL Student survey data to determine the next steps in the progress monitoring of site goals.

Staff Meetings: Monthly: staff members were presented with the site goals and data on the at-risk student populations and discussed how to differentiate instruction to meet student needs.

PTSA: Triannual meetings with the PTSA board and general membership

Principal Check-Ins and Parent Nights: Quarterly check-in meetings as well three Parent Nights where parents were able to discuss content related to the middle school SEL movie series.

Student surveys/focus groups - Core SEL and Olweus Bullying Survey (Administered Quarter 1 and quarter 4) and California Healthy Kids Survey quarter 2.

Forest Grove:

Principal Check-In for Families - Held monthly on the second or third Tuesday of the month.

Leadership team meetings - Held monthly

Staff Meetings - Held monthly
 Staff Check-In - Held every other month
 School Site Council Meetings - Held monthly
 Student Council Meetings - Held monthly

Robert Down:

Site Council meetings: Monthly from September to May
 Leadership meetings: Monthly from August to May
 Staff meetings: monthly or bimonthly meetings as needed.
 PTA Meetings: quarterly

Student Services: The Director of Student Services attends monthly SELPA meetings. Meetings provide direction from the CDE on current assembly bills that directly impact policy and procedures as they relate to compliance with federal law. SELPA provides direction and support in the development and submission of required annual reports such as; CALPADS, Personnel Data report, Performance Indicator Review reports, Annual Service Pan, Compliance Reviews, and corrective action plans. In addition, the SELPA provides professional development at the Monterey County Office of Education that focuses on best educational practices and the improvement of services to SWDs. PGUSD SpEd staff are encouraged and financially supported to attend any training pertinent to their assignment. Examples of PD attended by PGUSD staff include; The Autism Series, CAPTAIN training, Assistive Technology Series, and Legally Defensible IEP Notes. In addition, The SELPA provides on-site professional development at the district's request. For instance, SELPA program specialists provided training to district sped teachers and paraprofessionals on Applied Behavioral Analysis and data collection. The SELPA Director and Program Specialists are available for consultation by phone and email at all times for specific questions regarding cases and improving best practices.

The 2023-24 LCAP Public Hearing was on May 18, 2023.

The 2023-24 LCAP Board adoption was on June 1, 2023.

The superintendent responded to questions from the parent advisory committee on May 5. These notes will be found found at this link: www.pgusd.org

A summary of the feedback provided by specific educational partners.

District Level

Our primary source of feedback has come from our LCAP Parent Advisory Committee represented by a diverse group of parents from the elementary and secondary levels. We have parents of English learners and students with disabilities represented on our committee. With regard to the district's focus on providing equitable access to PGUSD programs for all students, parent feedback requested that the district examine its programs and procedures to eliminate exclusionary practices. Parents emphasized the importance of students knowing

about special programs and internships that are available to them. Also, parents advocated for meaningful access for our neurodivergent children in mainstream programming. Finally, parents said that the district needs to clarify what is meant when we talk about "equity" and "cultural proficiency" to help avoid misunderstandings that could interfere with the implementation of equity action steps.

LCAP Goal 1 - Parents recognized that our high graduation rate and test scores above the state average are indicators of a quality academic program. They were relieved to hear that the high school is focusing professional development on examining its grading practices. Parents expressed concern over the physical condition of our school sites with the most passionate feedback focusing on the condition of our high school facility. The district responded by shifting the Measure D Facilities bond project list to prioritize installing new roofs and painting at the high school and Forest Grove Elementary. Concerning community service, parents suggested identifying volunteer opportunities that are aligned with student interest to make the program more meaningful. Parents suggested having high school students assist our younger learners as part of a community service as well. The committee also raised concerns about credit recovery classes lacking human contact and interaction when classes are provided online.

LCAP Goal 2 - Parents responded positively to social emotional learning supports that PGUSD implemented in 2022-2023. There was strong praise for the work of the mental health professionals at the high school and middle school. Parents were eager for the mental health professional to be hired at the elementary level. The committee expressed concern over losing programs funded with one time money that supports social emotional learning, specifically mentioning the need for the district to continue funding mental health professionals at the sites. The stress associated with make-up work due to absences was stated as a concern. Committee members expressed a strong endorsement for a "Wellness Fair" where families could learn about mental health resources offered in our area. The committee also talked about the importance of welcoming parent volunteers back on campus and using parent voices to help communicate the importance of participating in school life and completing district surveys.

LCAP Goal 3 - The feedback we received on goal 3 focused on the social emotional aspect of intervention on behalf of our students. Parents requested that the high school expand on its efforts to address mental health, so the district will increase professional development activities in this area. Our advisory committee also identified the importance of our cultural proficiency work to help address the academic and social emotional needs of our students. Committee members expressed a desire to include our recently fluent English Proficient students in our tutoring programs. They feel these students could help English only students with their world language studies in addition to serving as good role models for students on the path to English fluency. The team also sees an opportunity for peer tutoring using our advanced secondary students to work with our elementary pupils.

Pacific Grove High school:

PGHS and PGCHS feedback indicated a continued need to meet the social-emotional needs of students. Feedback indicates a need to provide academic support to students within the school day, and as a result, PGHS will increase the number of Independent Productive Study classes for the 2023-24 school year (three classes to five classes). Staff identified a need to increase diversity in our curriculum. Student information was gathered through the California Healthy Kids Survey. Based on the data there is a need to increase "meaningful participation at school." Site administration will work closely with all educational partners to meet the identified needs.

Some of the other programs that will be put in place next year that are a result of data-informed decisions are:

Instructional Leadership Team - The school will continue to fund an instructional leadership team (ILT). The team's work in 2022-2023 focused on examining current grading practices and adopting new ones that are intended to create more access and motivation for students. The ILT also will continue to build a culture that welcomes the sharing of best practices and embraces the PLC process.

Site Level Professional Development - In 2022-2023, the PGHS ILT led professional development sessions for staff focused on grading for equity.

Response to Intervention - Continue progress monitoring to help support struggling students in an efficient and effective manner.

Credit recovery - The credit recovery course will continue in 2023-2024.

Licensed Mental Health Therapist - The full-time mental health therapist will continue to serve PGHS students and staff to assist with SEL efforts, providing a safe place for students who are struggling emotionally.

Pacific Grove Middle School:

Feedback at the Middle School came from multiple sources. Here is a summary of those groups, their input, and plans to address feedback.

Student SEL Committee - Parents, staff, and a representative sample of students meet monthly for Character Strong input on lessons, school climate, Spirit Days, and quarterly events.

Certificated staff - Teachers identified a need to emphasize student connections after sharing student data with the staff that indicated a slip in connection to staff. The MS will utilize the UDL (Universal Design for Learning) training and ongoing discussion (TOSA-led) to employ culturally relevant pedagogy. Additionally, they will continue with a focus on Growth Mindset as a site focus in response to student decline in academic readiness.

School Site Council - The school site council recommended that PGMS utilize the Chapman Grant to continue the additional counseling at PGMS for three days a week. Currently, the award is set to run out, and Mr. Roach will appeal to the Chapman Board of Directors to fund for several years more.

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Currently, the award is set to run out, and Mr. Roach will appeal to the Chapman Board of Directors to fund for several years more.

PTSA - One strong suggestion was to combine events (all four schools participate) to improve parent participation.

School Site Council met to provide input regarding site goals. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed on the greatest area(s) of need.

The council recommended that PGMS utilize the Chapman Grant to continue the additional counseling at PGMS for three days a week.

Currently, the award is set to run out, and Mr. Roach will appeal to the Chapman Board of Directors to fund for several years more. The Council also recommends that the new CalHope Grant have a parent outreach component, and assemblies that raise awareness on topics like anxiety, being an Upstander, and Race. This is now part of our SPSA plan for 2023-2024.

Forest Grove:

Parent feedback: Based on educational partner feedback, parents requested that projects created years ago be completed. The projects included repairing the benches at the front of school and installing student designed tiles as a way of memorializing their attendance at Forest Grove. Both of these projects will be continued into 2023-2024. Families also asked for continued prioritization for cultural proficiency education for Forest Grove and PGUSD. This will remain a main focus for our district.

Staff Feedback: Staff feedback focused on measures to increase safety at Forest Grove. The safety plan was reviewed and improvements were made to many of the procedures surrounding the Big 5 safety protocols. Adjustments were also made to the physical education routines, so they did not require the use of high school facilities as often. Securing the exterior of campus will included in the overall safety review conducted by Kimball and Associates as part of their contract with the district.

Student Feedback: Students expressed a need for awareness from some adults and presenters to use non-gender language (i.e. saying students versus boys over here, girls over there), and staff adjusted by increasing awareness and using words such as students or Falcons as alternative ways to group students has been more consistent. Students requested more activities at lunchtime and student-led clubs, so these were increased. Administration also granted the student request to use any level of the playground during lunchtime after being confined to a designated area during Covid.

Robert Down:

School Site Council: Site council wants the issue of bullying to stay in the forefront as much as possible along with social-emotional support for students. The team would like to have another speaker come to campus for 2023-2024. Site council approves the Safety Plan each year and provides feedback for improvement. Measurement for Academic Progress (MAP) assessment results are shared with feedback taken regarding how to make improvements in the classroom and in the intervention program.

Parent Check-ins: With the format being open-agenda, most topics ranged from safety on campus to informing parents about Toolbox tools. Staff meetings: Staff provided professional development in the areas of Multi-Tiered Systems of Support (MTSS), Student Support Team (SST) changes in paperwork and process, Safety Drills reviews and debriefs throughout the year, and Cultural Proficiency videos shared with the Equity Team during their trainings with the district. Teachers also learned about how to improve Tier I supports in classrooms by analyzing MAP scores correctly. All staff had the opportunity to provide feedback for the Safety Plan and learned proper protocols for emergency communication.

PTA Meetings: RHD Principal sought feedback for the SPSA every meeting and asked parents/guardians what improvements could be made.

Language Review Teams: The ELD teacher led a discussion with all multilingual learners' teachers about goals for the year and how to support students in the classroom.

Pacific Grove Teachers Association/ Classified Employees Association: PGTA meetings were held before or after RHD staff meetings. Teachers provide feedback during staff and leadership meetings. Classified School Employees Association (CSEA) representatives met with RHD Leadership for the first time to provide feedback and perspective on campus issues. CSEA members were welcome to join meetings anytime.

The District Advisory Committee and the District Language Advisory Committee suggested the district hire a bilingual parent liaison to reach out to members of our school community to solicit feedback and ensure parents feel supported with parent education programs providing tools for parents/caregivers to help students be successful academically, socially, and emotionally. Members also suggested we offer more parent nights on digital literacy/citizenship as well as more outreach to parents about the tutoring service offered by Paper. The need for standardized, equitable grading practices at the high school level was discussed at length. There is a need to address this issue in an equitable way so that it impacts all students across the board not just targeted subgroups. The importance and effectiveness of AVID practices were discussed and it is being fully supported at PGMS at this time, it will also continue to expand into PGHS.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback informs every aspect of the PGUSD LCAP. The development of Equity Action Plans are in direct response to our community's call for improved cultural proficiency in our schools. As a result, our textbook adoption process includes analysis of curriculum to ensure that diverse populations are represented in the content and the proper supports are in place for English learners and students with disabilities. PGUSD is also making a greater effort to gather feedback and input from educational partners. This includes expanding our parent advisory committee to include multiple members from each school site, assembling student focus groups to receive feedback on instructional practices and materials, and setting up informational events in our neighborhoods to increase family engagement. Past feedback has indicated a need for strong communication during emergencies, so the district office increased the frequency of our communication during winter storms, especially when the instructional program was impacted. Based on the expressed needs of our educational partners, we adjusted our facilities projects and shored up our social emotional supports at every level. Additionally, we will retain the increases in staffing required to meet the needs of our unduplicated pupil population.

Goals and Actions

Goal

Goal #	Description
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 ready and/or complete a career technical education pathway.

An explanation of why the LEA has developed this goal.

This goal captures the mission of the district to ensure we provide an educational system where all students thrive, are valued, and graduate college and/or career ready to become productive global citizens. We will provide students with highly qualified teachers and classified staff in a setting where students are safe and proud of their schools. We are also committed to providing the technology infrastructure and upgrades in accordance with the District Technology Plan and procuring updated textbooks that are representative of diverse populations. Although we are a small school district, we offer students a variety of course offerings, ensuring our students are well rounded academically and socially/emotionally. The LCAP will show how we not only set high expectations for all, yet also provide the support for students with challenges as is represented in the actions for Goals 2 and 3. It is evident our district supports all students beginning with our special education preschoolers to our students who attend the adult transition program once they leave the high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 A: Degree to which teachers are appropriately assigned and fully credentialed.	100% in 2020-2021 Source: SARC	100% in 2021-2022 Source: SARC	100% in 2022-2023 Source: SARC		100%
State Priority 1 B: Degree to which students have standards-aligned instructional materials.	100% in 2020-2021 Source: SARC	100% in 2021-2022 Source: SARC	100% in 2022-2023 Source: SARC		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 C: FIT Rating for school facilities in good repair.	Overall Rating: GOOD Source: SARC/FIT	Overall Rating: GOOD Source: SARC/FIT	Overall Rating: GOOD Source: SARC/FIT		GOOD overall Rating
State Priority 2. The implementation of academic content and performance standards for all students.	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record during observations log.	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record during observations log.	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record during observations log.		100%
State Priority 4 A: The percentage of pupils that have successfully completed A-G requirements The percentage of pupils that have successfully completed CTE pathways	76.4 % completed either A-G or CTE pathways 73.6% Met A-G 22.9% Completed CTE Pathways Source: Illuminate SIS/Calpads 2019-2020	2020-2021 59% graduated A to G eligible 2021-2022 65.2% graduated A to G eligible 23.7% completed CTE Pathways 78.5% completed either CTE or A to G eligible	2022-2023 data will be available in June 2023.		80% meet A-G 29% Complete CTE pathways
State Priority 4 B: The percentage of students who have passed an AP exam with a score of 3 or higher	2019-2020 73% Source: College Board	2021-2022 75%	Data will be available June 2023		79% Pass AP with a 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4 C: The percentage of pupils who participate in, and demonstrate college preparedness in the EAP.	2019-2020 79.2% prepared in ELA 64.2% prepared in Math	No CAASP Data for 2020-2021 as SBAC was not administered 2021-2022 80.17% Prepared in ELA 60.13% Prepared in Math	Data will be available Fall 2023		85% prepared in ELA 70% prepared in Math
State Priority 5 E: High School graduation rate	95.3% Source: Calpads 2019-2020	2020-2021 Graduation rate PGHS/CHS 93.9% 2021-2022 Graduation rate PGHS/CHS 93.6%	Data will be available June 2023		100% graduation rate
State Priority 2 B: The degree to which programs/services enable English Learners to access the CSS and the ELD standards	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	content area teachers in support of EL students in their classrooms.	content area teachers in support of EL students in their classrooms.	content area teachers in support of EL students in their classrooms. New curriculum adoptions must include ELD supports.		
State Priority 7 A: Broad course of study	Students have access and are enrolled in all required areas of study as monitored through CalPads & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	Students have access and are enrolled in all required areas of study as monitored through CalPads & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	Students have access and are enrolled in all required areas of study as monitored through CalPads & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Teachers, Classified Staff and Administrators	All teachers (1100-1900) and administrators (1300) are highly qualified to provide support to students in attaining access to a comprehensive education. (1000 object code) Classified staff and administrators in each job alike support student learning, health, and safety. (2100-2900) object code) - Fund 01 Resource 0000	\$26,018,753.23	No
1.2	Instructional Materials and Resources	Instructional delivery of all core content areas with standards aligned instructional materials. Teachers and support staff are trained on instructional materials to support students during small group instruction. All newly adopted instructional materials are analyzed to ensure that diverse populations are represented in the content to support culturally responsive lesson planning. (4000 object code)	\$1,563,295.33	No
1.3	High School Outreach Counselor	The High School Outreach Counselor position was created to provide support to at-risk and special populations. At-risk students include students who are struggling academically, social-emotionally, or may have other barriers to their success. Special populations of students include our students with a Section 504 accommodation plan, socio-economically disadvantaged, foster youth and English Language Learners. Support includes teaching coping skills, strategies to overcome a variety of obstacles, regular meetings, Student Study Team meetings, crisis intervention, and collaboration with the teachers and staff to support the students.	\$131,550.92	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Career Technical Education	By identifying our populations of English Language Learners, low income, and students in special education, our academic counseling department works to ensure that the benefits of our CTE pathways are understood by both parents/guardians and students. CTE teachers also provide material outlining the benefits of their courses to incoming eighth-graders as well as new students to the district.	\$0.00	Yes
1.5	Broad Course of Study	The High School will pursue expanding our offerings of dual-enrolled classes. We plan to achieve this by continuing our relationship with Monterey Peninsula College and staying up to date with our College and Career Pathways (CCAP) Agreement. Currently, we offer 11 dual enrolled courses through our culinary, photography, and computer science pathways. There are plans to add more dual enrolled courses in the future. We will expand enrollment of freshmen and sophomores in a Career Technical Education pathway with a long-term goal of increasing the amount of CTE completers by 5% in 2022-23 and 2023-2024. Additionally, to promote CTE pathways to incoming freshmen, there will be frequent academic counseling meetings, CTE teacher presentations outlining the benefits of the pathways, and providing continued funding via CTEIG and Perkins Grants to increase the number of course offerings.	\$0.00	No
1.6	Technology Infrastructure	Here are PGTech's priorities for 2023-2024 Promote and support the use of Synergy SIS, including assessment and analytics implementation, building end-user capacity/proficiency in the use of data to improve student achievement. Continue with classroom hardware upgrades to reach standard classroom configuration - elementary, middle school, and high school.	\$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This includes moving to interactive panels, integrated audio, and laptops as teachers' primary devices.</p> <p>Upgrade and enhance the district's security camera system on each campus and fortify the district's cybersecurity infrastructure.</p>		
1.7	High School Credit Recovery class	We will continue to offer a Credit Recovery section where students will be monitored by a credentialed teacher and do coursework via Edmentum. These classes will be retakes for students who received a D or F, making them eligible for A to G college entrance to the UC and CSU systems.	\$25,311.26	Yes
1.9	Increased professional learning community meeting time at Pacific Grove High School.	Pacific Grove High School has redesigned its bell schedule to accommodate an eight period day. The format designs a Professional Learning Community period to be designated into each department's master schedule. Teachers will meet to identify the most important standards to teach, build learning tasks for students, review student work, and adjust instructional strategies. This schedule will double the amount of weekly minutes currently devoted to professional learning community meetings.	\$0.00	Yes
1.10	Adjust facilities projects to prioritize repairs at the campus most in need of repairs.	The district maintenance department will prioritize projects, so the campuses most in need of repair are addressed before those less pressing needs. PGUSD adjusted it's summer work schedule to focus efforts on Pacific Grove High School and Forest Grove Elementary after it was determined that these two campuses were most in need of repair. Needs at other schools will also be addressed by the maintenance department.	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our goal to improve access for students was carried out by implementing each of the actions in support of this goal. There were only minor differences in the planned actions and actual implementation of the actions. Actions 1.3 and 1.7 were fully implemented through the district's hiring of an outreach counselor and adding the A-G credit recovery class to the high school master schedule. Action 1.4 was partially implemented because counselors informed students of CTE pathway availability; however, greater efforts will be made next year to recruit students to pursue those pathways.

While we continue to plan for an expansion of our dual enrollment course offerings, we did not make significant progress in that regard. Monterey Peninsula College's requirement that teachers have a masters degree or above to teach dual enrollment classes has prevented PGUSD from adding dual enrollment classes in the social sciences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1.3 (high school counselor) was effective in making progress towards meeting the local metric of providing support for unduplicated students in the following way: Our teacher on special assignment compiled a list of students who were receiving D's or F's at the middle and end of each academic quarter. The list included demographic data, intervention efforts, and some success indicators such as the CORE Social Emotional Learning survey and attendance data. The list helps inform our system of support including our mental health professional, our outreach counselor, and our productive study, fundamentals of success, and credit recovery teachers.

Specific actions that helped us make progress toward achieving this goal by increasing awareness and response to our students who have historically struggled at the high school. Our teacher on special assignment compiled a list of students who were receiving D's or F's at the middle and end of each academic quarter. The list included demographic data, intervention efforts, and some success indicators such as the CORE Social Emotional Learning survey and attendance data. The list helps inform our system of support including our mental health professional, our outreach counselor, and our productive study, fundamentals of success, and credit recovery teachers. Also, throughout our textbook adoption process, staff is seeking materials that include diverse representations of populations, so students will see themselves reflected in our curriculum.

In addition, action 1.4 and 1.7 (CTE and HS Credit Recovery) were effective in making progress towards the local metric of A-G college entrance and CTE pathways in the following ways: the outreach counselor tracked the progress and assisted in meeting the social emotional

needs of our Community High School student population through regular meetings. This counselor also tracked the D and F referenced above to assist those students in receiving additional support and possible schedule changes to put them on a firmer path toward graduation. The credit recovery class had flexible entry and exit criteria, so when students completed a class, they were able to pick up an elective in the middle of a quarter. This allowed students to recover credits without missing a chance to expand elective options.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions 9 and 10 were added to increase data analysis in support of student achievement and adjusting maintenance projects to address the needs at PGHS.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal.

PGUSD understands that learning cannot occur unless students feel welcome, safe, and supported in the educational setting. During all stakeholder meetings, families emphasized the importance of social emotional learning and student mental health as the residual effects of the pandemic linger for our students. The district's cultural proficiency work is closely tied to student well being because the more inclusive the environment is in our schools the greater sense of belonging for our students. We continue to administer a district wide social emotional student survey to determine specific areas of need, and staff professional development will focus on acquiring specific strategies to address those student needs. We will adjust our program to support student mental health and use ongoing progress monitoring of students' social and emotional well being to guide next steps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3 A: Demonstration of the efforts the school district makes to seek parent input in making decisions for the school district and school sites.	86% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 82% of parents Strongly Agree and Agree that "parents feel welcome to participate at school". CHKS 2020-21	CHKS 2021-2022 68% (parents) Strongly Agree/Agree that "school actively seeks the input of parents before making important decisions." 78% (parents) Strongly Agree/Agree that "parents feel welcome to participate at school."	CHKS 2022-2023 68% Strongly Agree/Agree that "school actively seeks the input of parents before making important decisions." 77% Strongly Agree/Agree that "parents feel welcome to participate at school."		95% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 95% of parents Strongly Agree and Agree that "parents feel welcome to participate at school".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3 B: Demonstration of how the school district will promote parental participation in programs for unduplicated. (number of meetings, number of participants)	80% (2019-20 CHKS) & 87% (2020-21 CHKS) "Strongly Agree and Agree that "school encourages me to be an active partner".	CHKS 2021-2022 83% (parents) Strongly Agree and Agree that "school encourages me to be an active partner."	CHKS 2022-2023 89% (parents) Strongly Agree/Agree "school encourages me to be an active partner."		95% "Strongly Agree and Agree that "school encourages me to be an active partner".
State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exceptional needs. (number of meetings, number of participants)	260 SPED Students SELPA opportunities multiple time per year 504 Annual Meetings IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS	<ul style="list-style-type: none"> • 265 SPED Students • SELPA opportunities multiple time per year • 504 Annual Meetings • IEP Meetings 1-2 times per year • Orientation at start of each school year • Orientation at transition from Elem to MS, and MS to HS 	<ul style="list-style-type: none"> • 240 SPED students • SELPA opportunities multiple times per year • 504 Annual Meetings • IEP meetings 1-2 times per year • Orientation at start of each school year • Orientation at transition from Elementary to MS and MS to HS 		Continue with documentation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5 A: School Attendance Rate	District Wide: 94.1% Forest Grove 96.8% Robert Down: 97.3% PGMS: 97.2% PGHS: 96.8% CHS: 82.4% Source: Calpads	91.2% District Wide 21-22 Data Source: Synergy Forest Grove 89.6% Robert Down 91.2% PGMS 94.7% PGHS 94.2% CHS 84%	Data available June 2023		All attendance rates maintain or improve and Community HS improves by 3 percentage points
State Priority 5 B: Chronic Absenteeism rates	7.6% 2019-2020 Dashboard Data Files	10.8% District Wide Source: Synergy & Dashboard Data Files 2021-2022 Forest Grove 18.2% Robert Down 10.8% PGMS 16.4% PGHS 14.5% CHS 45.0%	Data available June 2023		5% or less Chronic Absenteeism rates
State Priority 5 C: Middle School dropout rates	0% dropout 2019-2020 Source: Calpads	0% dropout 2021-2022 Source: Calpads	Data available June 2023		Maintain 0% dropout
State Priority 5 D: High School dropout rates	1.4% (2 students) 2019-2020 Source Calpads	0% dropout 2021-2022 Source: Calpads	Data available June 2023		0% dropout
State Priority 6 A: Pupil Suspension rates	2019-2020 1.6% Source: Calpads	2021-2022 Source: Synergy or SWIS, Dashboard reports	Data available June 2023		Decrease suspension rate to 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		0.43% District-Wide Forest Grove .68% Robert Down .43% PGMS 1.7% PGHS 2.2% CHS 5%			
State Priority 6 B: Pupil expulsion	2019-2020 0% Source Calpads	PGHS 0.33% (2 students) 0% All other sites Source: Synergy or SWIS, Dashboard reports 2021-2022	Data available June 2023		maintain 0% expulsion rate
State Priority 6 C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	95% (2019-20 CHKS) & 99% (2020-21) of Parents Strongly Agree and Agree that "school is a safe place for students" 79% (2019-20 CHKS) & 80% (2020-21 CHKS) of Elementary Students Strongly Agree and Agree that they "feel connected with their school" 82% (2019-20 CHKS) & 81% (2020-2 CHKS) of Elementary Students Strongly	CHKS 2021-22 Strongly Agree or Agree Parents: 95% "school is a safe place for my child." Elementary Students: 82% "feel connected with their school." Elementary Students: 79% "feel safe at school." Secondary Students: 61% "feel connected with their school."	CHKS 2022-2023 Strongly Agree or Agree Parents: 92% "school is a safe place for students." Elementary Students: 76% "feel connected with their school" Elementary Students: 77% "feel safe at school" Secondary Students: 51% "feel connected with their school"		100% of Parents Strongly Agree and Agree that "school is a safe place for students" 90% of Elementary Students Strongly Agree and Agree that they "feel connected with their school" 90%Elementary Students Strongly Agree and Agree that they "feel safe at school".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Agree and Agree that they "feel safe at school".</p> <p>66% (2019-20 CHKS) & 80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school".</p> <p>76.5%(2019-20 CHKS) & 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".</p>	<p>Secondary Students: 66% "perceive school as safe or very safe."</p>	<p>Secondary Students: 66% "perceive school as safe or very safe"</p>		<p>90% Secondary Students Strongly Agree and Agree that they "feel connected with their school".</p> <p>85% of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	<p>Counseling services are offered at the elementary, middle, and high school level. An orderly, caring, and positive educational and social environment enhances student learning. The district's goal is for all students to feel safe and proud of their school and achievements.</p> <p>Positive relationships among students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. The elementary school counselors work collaboratively with classroom teachers to implement the Toolbox social emotional learning curriculum. The Middle School counselors support the</p>	\$800,686.08	No

Action #	Title	Description	Total Funds	Contributing
		Character Strong program to promote positive mental health, and the high school uses Restorative Practices to build a caring environment for our students.		
2.2	Social Emotional Learning resources	Elementary schools will continue to implement Toolbox, the Middle School will continue to use Character Strong, and the High School will move forward with Restorative Practices training for staff to support students in building resiliency and learning positive approaches to challenges.	\$0.00	No
2.3	Parent Engagement & Student Success	Based on parent feedback, the district will hire a parent liaison for the parent education student success program. A stipend will be paid out of the Adult School Fund to provide outreach and programs to parents, so they can help their children thrive academically, socially, and emotionally.	\$0.00	No
2.5	Mental Health Professional Development - All Levels	PGUSD's Behavioral Mental Health Counselors will facilitate professional development for our sites focused on (1) identifying the most critical areas of concern for our student population at all levels, (2) providing specific tools for all staff to help address these areas of concern, and (3) reflecting on current practice to identify ways to create and maintain healthy learning environments for students.	\$0.00	No
2.6	Sustained Mental Health Training	The Behavioral Mental Health therapists will train the staff on Trauma-Informed practices which changes the lens from what is "wrong" with this student to "what happened" to this student. Professional Development will be offered during early release times and staff meetings, teachers do not have to be out of the classroom.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Restorative Practices	Provide professional development for High School Staff on Restorative Practices to support students with a focus on how to improve and repair relationships between people and communities. The purpose is to build healthy communities and increase social capital, while decreasing crime/antisocial behavior, repairing harm, and restoring relationships. The foundation of Restorative Practices is the 5 R's: Relationship, Respect, Responsibility, Repair, and Reintegration. The High School Principal with the Behavioral Mental Health Counselor will lead this professional development during designated times.	\$0.00	No
2.8	Digital Citizenship and Literacy	Students in grades 4, 5, 7, and 9 participate in an integrated digital citizenship/tech safety program to improve awareness and to learn to better engage with online communities in a safe, positive, and responsible manner. These are the steps to accomplishing this action for 2023-2024. 1. Implement the internet safety practices contained in the Smart Social program. 2. Schedule and deliver "mini monthly-PD" events for teachers/staff that focus on grade-level specific digital citizenship/safety topics. 3. Students sign a Digital Safety Agreement indicating their commitment to maintaining a respectful and safe online presence.	\$4,000.00	No
2.9	Parent Ed Tech Nights	Two Parent Ed Tech nights are scheduled each year to provide practical strategies, information, and resources on technology tools and safety/digital citizenship topics, including a Smart Social VIP membership for all PGUSD families.	\$4,000.00	No
2.10	Middle School Student Advisory Period	A student advisory period will continue at the Middle School. The purpose will be to support students socially and emotionally throughout the school year.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Vector Training Student Safety & Wellness Courses Grades 6-12	The Vector Solutions curriculum covers essential safety and wellness topics that are age appropriate for students in grades 6-8 and 9-12. Students at PGMS and PGHS will access these online lessons in their physical education classes. The PE teachers will facilitate discussions related to the lesson content. Topics covered include: Alcohol, Drug, & Vaping Prevention, Bullying & Cyberbullying, Digital Citizenship, Sexual Harassment, Youth Suicide Awareness, Stress & Anxiety, Depression, Good Decision Making, Healthy Relationships, and Resolving Disagreements.	\$6,045.00	No
2.12	High School Licensed Mental Health Therapist	<p>The Licensed Mental Health Therapist position will be continued at PGHS. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The therapist's intent is to help students develop skills and strategies for coping with anxiety, depression, trauma, substance abuse, suicide, grief, family discord or any issues contributing functional impairments in school and achievement.</p> <p>The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health. The cost of this position is being funded by the ESSER 3 Grant and the Educator Effectiveness Grant.</p>	\$176,869.46	No
2.13	Elementary Licensed Mental Health Therapist	This full time position will be split between Forest Grove and Robert Down elementary schools and be paid for with ESSER 3 and Educator Effectiveness Grant funding. The therapist will identify student mental health needs and provide staff professional development develop strategies to support our students.	\$155,411.54	No

Action #	Title	Description	Total Funds	Contributing
2.14	Middle School Social Emotional Supports	The CalHope Grant activities will expand to have a parent outreach component in 2023-2024. The Middle School will also continue the core grant activities including assemblies that feature topics such as anxiety, being an Upstander, and race.	\$3,000.00	No
2.15	Equity and Cultural Proficiency	PGUSD will roll out and implement the Equity Action Plans that were developed by each site during the 10-day Cultural Proficiency certification through Praxis. The initial roll out will occur during the Aug. 4 professional development day. PGUSD will continue to support actions identified in the plan designed to allow greater access to programs, activities, and opportunities to traditionally underserved student groups.	\$9,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

PGUSD provided a greater emphasis on social emotional learning than at any other time. With an abundance of activities planned, the district was not able to see all of them to fruition. The Vector Student Safety and Wellness online program was not implemented. Also, the district was unable to find a candidate to fill the district parent liaison position; however, we feel the position is important, so we will look to fill it in 2023-2024.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no material difference in the budgeted expenditures and actual expenditures except as noted above.

An explanation of how effective the specific actions were in making progress toward the goal.

Although the actions taken in support of social emotional learning were effective, educational partner feedback continues to identify this area as a high priority for our community. Our mental health professionals will continue to serve as a training resource for our staff, so they can develop the tools necessary to support struggling students. The Cultural Proficiency training resulted in 30+ educators who are ready to share site and district equity plans with our educational partners even as our group begins implementing more culturally proficient actions throughout PGUSD. Specific examples of this work impacting student programs include examining/implementing equitable grading practices at our high school, implementing Universal Design for Learning concepts at our middle school, and updating our library collections at the elementary schools to include more diverse authors and characters. Our educational partners have access to an online safety program - Smart Social - that teaches parents and students healthy online practices and educates them about potentially harmful apps and sites.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions 12.12 and 12.13 will encompass the most significant change PGUSD will make toward achieving its social emotional learning goal. Our licensed mental health therapists will engage staff in ongoing professional development designed to address mental health needs identified at all schools. Action 12.15 will include the roll out/implementation of the equity plans developed at the district and site levels. These three actions directly impact the well being of all students with the specific intention of improving the educational experience of our traditionally underserved student populations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	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 the California Assessment of Student Performance and Progress (CAASPP) and local valid assessments.

An explanation of why the LEA has developed this goal.

The 2022 CAASPP results and local measures indicate that the effects of distance learning impacted the students identified above more severely than other student populations, widening the achievement gap between them and the overall student population. Therefore, we will continue class offerings such as math support with a more targeted approach that will pinpoint deficient skills. We will continue to use the assessment platform from NWEA named MAP (Measures of Academic Progress) to guide tier one interventions in the classroom and tier two interventions to meet students at their zone of proximal development (learning zone).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4 A English Language Arts Statewide Assessments: ELA	78.67% Met/exceeded standards 68.1 points above standard (blue) Dashboard data 2019-2020	No CAASPP Data for 2020-2021 as SBAC was not administered ELA CaASPP data 2021-2022 74.54% Met/Exceeded standard. 52.9 points above the standard.	Updated data expected Fall of 2023		90% Meet or exceed state standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4 B Statewide Assessment: Math	65.02% Met/exceeded standards 33.5 points above standard (green) Dashboard data 2019-2020	No CAASPP Data for 2020-2021 as SBAC was not administered Math CaSPP data 2021-2022 57.45% Met/Exceeded standard. 10.5 points above the standard.	Updated data expected Fall of 2023		80% Meet or exceed state standards
State Priority 4 C Statewide Assessments: CAA	Student data is not reported due to small numbers of students for 2019-2020	No CaASPP Data for 2020-2021 as SBAC was not administered 11 PGUSD students took the CAA in 2021-2022 for ELA and Mathematics. The number is too small to report performance levels.	Updated data expected Fall of 2023		
State Priority 4 D Percent of ELs who make progress toward English proficiency as measured by the ELPAC	71.4% make progress Dashboard data 2019-2020	No CAASPP Data for 2020-2021 as SBAC was not administered 48.1% made progress Dashboard Data 2021-2022	Updated data expected Fall of 2023		85% make progress towards English Proficiency
State Priority 4 E: English learner reclassification rate Calpads	22.6% EL Reclassification rate Calpads 2019-2020	11.3% EL Reclassification Rate Calpads 2020-2021 8.0% EL Reclassification Rate	Updated data expected Fall of 2023		30% reclassification rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Calpads 2021-2022			
State Priority 4 F: Map testing ELA in lieu of state testing Spring 2021	<p>Map Testing results for grades 3-11 ELA</p> <p>Grade 3: 8.6% Not met ,17.2% Nearly Met 74.2% Met/exceeded</p> <p>Grade 4: 17.3% Not met, 15.3 Nearly Met, 67.3% Met/exceeded</p> <p>Grade 5: 13.8% Not met, 19.8% Nearly Met, 66.4% Met/exceeded</p> <p>Grade 6: 12.4% Not met, 12.4% Nearly Met, 75.2% Met/exceeded</p> <p>Grade 7: 14.3% Not met, 17% Nearly Met, 68.8% Met/exceeded</p> <p>Grade 8: 6.6% Not Met, 18.2% Nearly Met, 75.2 Met/exceeded</p>	<p>Map Testing results Spring 2022</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 31% Low, 19% Low Average, 16% Average, ,14% High Average, 20% High</p> <p>RD Grade K: 5% Low, 10% Low Average, 13% Average, 23% High Average, 49% High</p> <p>FG Grade 1: 18% Low, 8% Low Average, 13% Average, 33% High Average, 28% High</p> <p>RD Grade 1: 10% Low, 2% Low Average, 25% Average, 17% High Average, 46% High</p> <p>FG Grade 2: 3% Low, 5% Low Average,</p>	<p>MAP Testing results Spring 2023</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 13% Low, 28% Low Average, 18% Average, 23% High Average, 18% High</p> <p>RD Grade K: 14% Low, 10% Low Average, 19% Average, 14% High Average, 42% High</p> <p>FG Grade 1: 39% Low, 24% Low Average, 14% Average, 14% High Average, 9% High</p> <p>RD Grade 1: 19% Low, 15% Low Average, 19% Average, 22% High Average, 25% High</p> <p>FG Grade 2: 8% Low, 20% Low Average,</p>		<p>10% of students in the met and nearly met move over to the Met/exceeded category in all grade levels.</p> <p>10% of students in the not met move over to the nearly met/met category</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 11: 9.9% Not Met, 19.8% Nearly Met, 70.4% Met/exceeded	<p>14% Average, 29% High Average, 49% High</p> <p>RD Grade 2: 4% Low, 4% Low Average, 7% Average, 26% High Average, 59% High</p> <p>Grade 9: 4% Low, 10% Low Average, 22% Average, 34% High Average, 31% High</p> <p>Grade 10: 9% Low, 17% Low Average, 24% Average, 30% High Average, 21% High</p> <p>The following scores are CaASPP results from Spring 2022 Elementary Grade 3: 14.73% Not Met, 14.73% Nearly Met, 24.81% Met, 45.74% Exceeded</p> <p>Elementary Grade 4: 10.07% Not Met, 16.55% Nearly Met,</p>	<p>19% Average, 24% High Average, 29% High</p> <p>RD Grade 2: 9% Low, 10% Low Average, 21% Average, 34% High Average, 26% High</p> <p>Grade 9: 19% Low, 19% Low Average, 25% Average, 17% High Average, 20% High</p> <p>Grade 10: 17% Low, 27% Low Average, 23% Average, 21% High Average, 12% High</p> <p>The following scores are CaASPP results from Spring 2023 Due Fall 2023</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>23.74% Met, 49.64% Exceeded</p> <p>Elementary Grade 5: 9.72% Not Met, 13.19% Nearly Met, 36.81% Met, 40.28% Exceeded</p> <p>Grade 6: 9.77% Not met, 22.56% Nearly Met, 41.35% Met, 26.32% Exceeded</p> <p>Grade 7: 5.88% Not met, 16.91% Nearly Met, 47.06% Met, 30.15% Exceeded</p> <p>Grade 8: 8.13% Not met, 14.63% Nearly Met, 41.46% Met, 35.77% Exceeded</p> <p>Grade 11: 9.76% Not met, 11.38% Nearly Met, 30.08% Met, 48.78% Exceeded</p>			
State Priority 4 G:Map testing Math in lieu of state testing Spring 2021	Map Testing results for grades 3-11 Math	Map Testing Results Spring 2022	MAP Testing results Spring 2023		10% of students in the met and nearly met move over to the Met/exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 3: 16.4% Not met, 25% Nearly met, 58.6% Met/exceeded	The following scores are Map growth norm-referenced	The following scores are Map growth norm-referenced		category in all grade levels. 10% of students in the not met move over to the nearly met/met category
	Grade 4: 19.6% Not met, 30.7% Nearly Met, 49.7% Met/exceeded	FG Grade K: 24% Low, 14% Low Average, 16% Average, 24% High Average, 22% High	FG Grade K: 10% Low, 29% Low Average, 24% Average, 24% High Average, 13% High		
	Grade 5: 28.4% Not met, 31% Nearly Met, 40.5% Met/exceeded	RD Grade K: 5% Low, 5% Low Average, 11% Average, 37% High Average, 42% High	RD Grade K: 12% Low, 8% Low Average, 7% Average, 41% High Average, 32% High		
	Grade 6: 26.8% Not met, 26.1% Nearly Met, 47.2% Met/exceeded	FG Grade 1: 16% Low, 17% Low Average, 24% Average, 17% High Average, 26% High	FG Grade 1: 47% Low, 15% Low Average, 11% Average, 19% High Average, 8% High		
	Grade 7: 20.9% Not met, 33.9% Nearly Met, 45.2% Met/exceeded	RD Grade 1: 11% Low, 6% Low Average, 19% Average, 39% High Average, 25% High	RD Grade 1: 25% Low, 15% Low Average, 19% Average, 20% High Average, 21% High		
	Grade 8: 21.9% Not met, 24.5% Nearly Met, 53.6% Met/exceeded	FG Grade 2: 6%, 14% Low Average, 27% Average, 26% High Average, 27% High	FG Grade 2: 12% Low, 11% Low Average, 23% Average, 33% High Average, 21% High		
	Grade 11: 29.6% Not met, 26.5% Nearly Met, 43.9% Met/exceeded	RD Grade 2: 4% Low, 7% Low Average,			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>19% Average, 32% High Average, 38% High</p> <p>Grade 9: 4% Low, 17% Low Average, 20% Average, 24% High Average, 36% High</p> <p>Grade10: 6% Low, 15% Low Average, 18% Average, 26% High Average, 36% High</p> <p>The following scores are CaASPP results from Spring 2022</p> <p>Elementary Grade 3: 10.08% Not Met, 17.83% Nearly Met, 34.88% Met, 37.21% Exceeded</p> <p>Elementary Grade 4: 9.35% Not Met, 25.90% Nearly Met, 35.25% Met, 29.50% Exceeded</p> <p>Elementary Grade 5: 20.14% Not Met, 27.08% Nearly Met,</p>	<p>RD Grade 2: 17% Low, 5% Low Average, 24% Average, 40% High Average, 14% High</p> <p>Grade 9: 14% Low, 15% Low Average, 25% Average, 26% High Average, 20% High</p> <p>Grade 10: 9% Low, 21% Low Average, 17% Average, 15% High Average, 38% High</p> <p>The following scores are CaASPP results from Spring 2023</p> <p>Due Fall 2023</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>26.39% Met, 26.39% Exceeded</p> <p>Grade 6: 19.55% Not met, 32.33% Nearly Met, 21.80% Met, 26.32% Exceeded</p> <p>Grade 7: 20.15% Not met, 26.87% Nearly Met, 24.63% Met, 28.36% Exceeded</p> <p>Grade 8: 20.33% Not met, 26.83% Nearly Met, 21.14% Met, 31.71% Exceeded</p> <p>Grade 11: 24.19% Not met, 16.94% Nearly Met, 28.23% Met, 30.65% Exceeded</p>			
<p>State Priority 7B: Programs and services developed and provided to unduplicated pupils</p>	<p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	<p>Continuing: Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	<p>Continuing: Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>		<p>Maintain services for unduplicated pupils</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	<p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	<p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses</p>		
<p>State Priority 7C: Programs and services developed and provided to pupils with exceptional needs</p>	<p>Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offering. The</p>	<p>Continuing: Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all</p>	<p>Continuing: Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all</p>		<p>Maintain services for pupils with exceptional needs</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.	course offerings. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.	course offerings. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.		
State Priority 8: Pupil Outcomes	<p>DIBELS Assessments Spring 2021 Robert Down Elementary & Forest Grove Elementary Schools combined data:</p> <p>Kindergarten: Intensive: 26% Strategic: 13% Proficient: 28% Advanced: 33%</p> <p>First Grade: Intensive: 7% Strategic: 9% Proficient: 43% Advanced: 41%</p> <p>Second Grade: Intensive: 7% Strategic: 8% Proficient: 50% Advanced: 34%</p> <p>Third Grade:</p>	<p>DIBELS Assessments Spring 2022 Robert Down Elementary & Forest Grove Elementary Schools combined data:</p> <p>Kindergarten: Intensive: 23% Strategic: 9% Proficient: 30% Advanced: 37%</p> <p>First Grade: Intensive: 3% Strategic: 14% Proficient: 34% Advanced: 49%</p> <p>Second Grade: Intensive: 7% Strategic: 7% Proficient: 33% Advanced: 54%</p> <p>Third Grade:</p>	<p>DIBELS Assessments Spring 2023 Robert Down Elementary & Forest Grove Elementary Schools combined data:</p> <p>Kindergarten: Intensive: 22% Strategic: 13% Proficient: 28% Advanced: 37%</p> <p>First Grade: Intensive: 15% Strategic: 14% Proficient: 30% Advanced: 41%</p> <p>Second Grade: Intensive: 9% Strategic: 14% Proficient: 31% Advanced: 47%</p> <p>Third Grade:</p>		Increase proficient and/or advanced status for each grade level by 10% points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Intensive: 5% Strategic: 8% Proficient: 28% Advanced: 58%</p> <p>Fourth Grade: Intensive: 6% Strategic: 7% Proficient: 55% Advanced: 32%</p> <p>Fifth Grade: Intensive: 15% Strategic: 5% Proficient: 45% Advanced: 35%</p>	<p>Intensive: 7% Strategic: 15% Proficient: 20% Advanced: 59%</p> <p>Fourth Grade: Intensive: 10% Strategic: 19% Proficient: 35% Advanced: 35%</p> <p>Fifth Grade: Intensive: 20% Strategic: 8% Proficient: 23% Advanced: 49%</p>	<p>Intensive: 9% Strategic: 9% Proficient: 28% Advanced: 55%</p> <p>Fourth Grade: Intensive: 11% Strategic: 19% Proficient: 31% Advanced: 39%</p> <p>Fifth Grade: Intensive: 18% Strategic: 9% Proficient: 21% Advanced: 52%</p>		
State Priority 8: Pupil Outcomes	<p>CaASPP ELA testing data 2019 for specific student groups</p> <p>General population: Exceeded - 46.27% Met - 32.40% Nearly Met - 14.55% Not Met - 6.79%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 25.89% Met - 36.16% Nearly Met - 26.34% Not Met - 11.61%</p>	CaASPP test not administered in 2020 and 2021	<p>CaASPP ELA testing data 2022 for specific student groups</p> <p>General population: Exceeded - 39.48% Met - 35.06% Nearly Met - 15.75% Not Met - 9.71%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 19.62% Met - 31.01% Nearly Met - 31.65% Not Met - 17.72%</p>		All groups will exceed 2019 (pre-pandemic) levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: Exceeded - 12.12% Met - 21.21% Nearly Met - 30.30% Not Met - 36.36%</p> <p>Hispanic: Exceeded - 32.45% Met - 34.75% Nearly Met - 21.81% Not Met - 11.17%</p> <p>Students with Disabilities Exceeded - 11.21% Met - 22.41% Nearly Met - 37.07% Not Met - 29.31%</p>		<p>English Learners: Exceeded - 4.76% Met - 23.81% Nearly Met - 35.71% Not Met - 35.71%</p> <p>Hispanic: Exceeded - 27.87% Met - 33.33% Nearly Met - 24.04% Not Met - 14.75%</p> <p>Students with Disabilities Exceeded - 11.94% Met - 23.13% Nearly Met - 35.07% Not Met - 29.85%</p>		
State Priority 8: Pupil Outcomes	<p>CaASPP Math testing data 2019 for specific student groups</p> <p>General population: Exceeded - 37.80% Met - 27.42% Nearly Met - 23.38% Not Met - 12.60%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 16.07% Met - 20.09% Nearly Met - 39.73% Not Met - 24.11%</p>	CaASPP test not administered in 2020 and 2021	<p>CaASPP Math testing data 2022 for specific student groups</p> <p>General population: Exceeded - 29.91% Met - 27.54% Nearly Met - 24.95% Not Met - 17.60%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 11.32% Met - 20.75% Nearly Met - 29.56% Not Met - 38.36%</p>		All groups will exceed 2019 (pre-pandemic) levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: Exceeded - 19.44% Met - 11.11% Nearly Met - 33.33% Not Met - 36.11%</p> <p>Hispanic: Exceeded - 20.86% Met - 24.06% Nearly Met - 36.36% Not Met - 18.72%</p> <p>Students with Disabilities Exceeded - 8.70% Met - 13.04% Nearly Met - 32.17% Not Met - 46.09%</p>		<p>English Learners: Exceeded - 21.43% Met - 9.52% Nearly Met - 26.19% Not Met - 42.86%</p> <p>Hispanic: Exceeded - 14.67% Met - 23.37% Nearly Met - 28.80% Not Met - 33.15%</p> <p>Students with Disabilities Exceeded - 6.72% Met - 16.42% Nearly Met - 21.64% Not Met - 55.22%</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Site Based Professional Learning Teams	All Instructional Leadership teams (ILT) teams will continue to support the PLC (Professional Learning Community) work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites have PLC time scheduled into their work week. Continuing to implement the Cycles of Professional Learning, teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	AVID Classes at PGHS and PGMS	<p>AVID stands for Advancement Via Individual Determination and is a program that supports students in the academic middle as they prepare for and attend a four-year college/university. This program focuses on the students who have the potential to excel academically but are not demonstrating that ability in their classes.</p> <p>AVID has very specific requirements for the class, and there are rigorous steps each student must complete to participate. AVID has been described as "Wonderful for all, but necessary for some."</p> <p>The middle school will offer two sections for grades 7 and 8, and the high school will have two sections, one serving grades 9 and 10, the other serving grades 11-12. The Avid District Director is also allotted one section as part of their teaching assignment.</p>	\$121,145.26	Yes
3.3	English Language Arts Support Classes	Students who struggle in English language arts will receive multiple levels of support at the middle school. Students two or more grade levels behind will be scheduled in general education Read 180 courses and students will also have a transitions English class to support them with general education English classes.	\$48,129.90	Yes
3.4	Elementary Schools English Language Arts Intervention	<p>Elementary ELA programs will incorporate certificated teachers, instructional assistants, and materials needed to support grade level interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.</p> <p>Students who are designated as below grade level will receive support in the classroom and with intervention staff. Instructional aides and the intervention teacher will also support teachers in the classroom with small group instruction.</p>	\$730,340.04	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Designated English Language Development teachers will work with students to provide support to students who are emerging, expanding, and bridging proficiency levels of English language acquisition focusing on how English works. Designated ELD teachers will work closely with the classroom teacher to support students with current curriculum in the classroom.(Object codes 1000, 2000)</p> <p>An additional certificated 1.5 FTE will continue to support the elementary intervention program at Forest Grove and Robert Down. Increased instructional aide support will continue to support the intervention program and classroom teachers. These additional positions are funded by the Expanded Learning Opportunities Grant, Esser 3, and the Educator Effectiveness Grant.</p>		
3.5	Language Review Teams	Designated English language development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English learners' and reclassified fluent English learners' individual strengths, areas of growth, reclassification criteria, and designated support for CaASPP tests. The expenditure is for the cost of substitutes for teachers and English language development teachers to attend the Language Review Team day.	\$1,000.00	Yes
3.6	Math Intervention Programs	<p>Elementary teachers will support students through leveled targeted interventions in the classroom using small group instruction as well as grade level flexible grouping.</p> <p>In the Middle School, students two or more grade levels behind will be enrolled in Math 180 courses beginning in grade six. There are two sections - one general education and one special education. The Middle School will offer a 6th grade math support class where identified students are concurrently enrolled in the grade level math</p>	\$163,082.52	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>class. The support class offers a differentiated approach focusing on conceptual learning of mathematics and its application.</p> <p>At the high school, two math support classes serve students in Integrated Math 1 and 2. Students will be concurrently enrolled in the support class and the grade-level math class. The support classes offer a differentiated approach focusing on conceptual learning of mathematics and its application. (Object code 1000)</p>		
3.7	High School Productive Study Class	Based on a needs assessment, there will be a total of five sections for Math/ELA Independent Productive Study: Grades 9, 10, 11, and 12. This class is for completing unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes. (object code 1000)	\$161,912.64	Yes
3.8	ELD Afterschool Homework Club	In response to feedback from the site and district English Learner Advisory Committees, an Afterschool Homework Club operates at Forest Grove. The club provides access to the support and technology necessary to complete classwork. The program also provides a positive social environment and a comfortable place for students to learn English.	\$7,000.00	Yes
3.9	Peer-to-Peer Tutoring and Mentoring	PGUSD will implement a peer tutoring program where our older students work with our younger students under the supervision of our staff. Based on our campuses' close proximity to each other, the middle school and high school students will tutor elementary students. The district will look for additional ways to implement this model to build relationships between schools and allow our older students to serve as positive examples for our elementary population.	\$0.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 3.1-3.7 were implemented as planned in 2022-2023. Actions 3.3, 3.4, and 3.5 focus intervention efforts on increasing proficiency of our English learners and helping our targeted populations reach grade level standard in English language arts. Action 3.1 provides the time for teachers to meet, analyze student data, and make instructional adjustments based on demonstrated needs of students focusing on the areas of English language arts and math. Action 3.2 is geared toward putting students on a trajectory to graduate high school meeting A-G requirements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report.

An explanation of how effective the specific actions were in making progress toward the goal.

The metrics show mixed results regarding the effectiveness of actions taken to support this goal. Both of our local measures (DIBELS and MAP), show inconsistent growth among our general population. Our site level intervention data show that students are demonstrating progress when enrolled in our intervention programs. We plan on continuing these actions to see if growth will come over time for our students. In other words, if they will show growth over three years rather than just two.

The actions for goal three include several aspects of our multi-tiered system of support for our students. The intervention classes at each of our sites use research based programs designed to accelerate learning and fill gaps in knowledge students may have from the pandemic. A key aspect of this goal are the instructional leadership teams at each site helping to drive the cycle of professional learning. These groups draw on the expertise of teachers to analyze formative and summative assessment data to identify areas where their instruction is needed most.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The district's reflections indicated a significant need for intervention services to help close learning gaps that developed during the pandemic. Intervention programs have expanded at all school sites. Action 3.8 and 3.9 were added based on the feedback from our District English Language Advisory Committee and our LCAP Parent Advisory committee. These groups asked PGUSD to build the peer tutoring program as another layer of support for our younger learners. We are adding the state testing data in English language arts and math for our socioeconomically disadvantaged youth, English Learners, Hispanic students, and students with disabilities because these are the groups that traditionally demonstrate achievement gaps when compared to our general population. Also, we are discontinuing the contract with

Paper Tutoring services because our one-time funding for the program has expired. Also, feedback from educational partners including students and staff indicated that the expense (\$50,000 per year) was not worth renewing the program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$777,530	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.20%	0.00%	\$0.00	4.20%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: College and Career Ready

After assessing the needs, conditions, and circumstances of our low-income students, English learners, and Foster youth, we learned that our unduplicated students perform at the same rate as all students, as demonstrated in the Metrics section in this LCAP, and as demonstrated on the CA School Dashboard, Graduation Rate in 2022, where SED students graduation rate (96.3%) surpassed all student graduation rate (93.3)

In order to maintain and accelerate the performance of our low-income, English learners, and Foster youth students, we will continue implementing additional counselors, career technical education, and access to a robust broad course of study (Goal 1, Action 3, 4, 7) that is designed to enhance the base program and continue to support these students in their academic and graduation success. Other supports designed to maintain our high graduation rate and increase student completion of A-G requirements include the high school credit recovery class and the increase in high school productive sections (Goals 4, 5, 7). Staff supports designed to produce continual improvement in

addressing the academic needs of our students are continuing the instructional leadership teams and an increase in the high school professional learning community time (Actions 7 and 8).

We expect these actions to lead to continued results for low-income, English learners, and Foster youth students as they maintain and surpass the same performance level as all students. To maximize the impact of increasing graduation rates among all students, these actions are provided on a schoolwide basis.

Goal 2: Social Emotional Learning

After assessing the needs, conditions, and circumstances of our low-income students, English learners, and Foster youth, we learned that some of our unduplicated students (socioeconomically disadvantaged and English learners) have a higher rate of chronic absenteeism than all students. The district as a whole has a high rate of Chronic absenteeism (19.1%), with our socioeconomically disadvantaged youth (32.4%) and English Learners (26.1%) having very high rates. In addition, as demonstrated in the Engaging Educational Partners section, there remains strong concern from partners regarding social-emotional health.

PGUSD addresses the social-emotional well-being of students and staff in all of our actions associated with this goal. All of our actions are designed to prioritize the needs of socioeconomically disadvantaged youth and English learners even though these actions support the broader population as well. The actions seek to engage these student groups, improve their motivation to attend school, and increase access to social emotional learning supports. Our licensed mental health therapists will meet directly with students and provide ongoing, sustained professional learning for our staff, so they can support our students. Our school wide efforts through the Toolbox, Character Strong, and restorative practices will continue to form a collective effort at our sites to improve our students' ability to manage the stress and anxiety they encounter. All of the actions in this goal are designed to build a more positive, stimulating, and safe educational environment by creating a community of belonging leading to higher levels of student attendance and lower levels of suspension.

These actions are being provided on an LEA-wide or school-wide basis and we expect that the expulsion and suspension rates will continue to remain low, primarily for low-income, English learners, and foster youth, but also for all students in our community. To maximize the impact of SEL training and support, all students will be given access.

To address the social-emotional learning needs of students, all certificated and classified staff will continue to receive a series of professional development sessions geared toward strategies for the classroom as well as strategies for conflict resolution. The High School and Community High will also be trained on Restorative Practices and trauma-informed practices in 2023-2024. The goal is to build a positive

school community that is student-centered and provides students with meaningful adult connections and guidance throughout their high school years. The high school will offer support classes for Integrated Math 1 and Integrated Math 2 designed to address students' skill gaps in math. Other supports for unduplicated pupils include an increase from three to five sections of a High School Productive Study class. This class serves students in grades 9-12, so they can complete unfinished classwork, projects, and study for upcoming assessments.

Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school and are supported through a learning center model.

Students in Foster Care

All school front office and district office staff receive annual training on the rights of Foster Youth AB490 in August prior to school registration. Our school district is contacted by the Foster Care Liaison at Monterey County Office of Education to inform us of students placed with a Foster Care family in our school district. The district Director of Student Services contacts the principal and the school counselor with the student's name and grade. The school counselor places the student on the Students of Concern list in order to provide case management along with weekly check-ins to oversee the student's progress and address any emerging needs. Students have access to all services available on campus. Students are issued all instructional materials, Chromebooks (and iPads K-1st) if needed. Students also receive a backpack, school supplies, and a hygiene kit. We currently have two Foster students.

Students Experiencing Homelessness

All school front office and district office staff receive annual training on the rights of Students Experiencing Homelessness via the McKinney Vento Act. This year the training occurred in August prior to school registration. Our school district identifies students experiencing homelessness by reviewing each student's Residency Questionnaire. Parents are provided with a brochure that informs them of their rights. The Director of Student Services contacts the principal and the school counselor with the student's name and grade. The school counselor places the student on the Students of Concern list to provide case management and weekly check-ins to oversee the student's progress and address any emerging needs. The school counselor also contacts parents and provides information from the Monterey County resources notebook of local agencies that can provide additional services and assistance. Students have access to all services available on campus. Students are issued all instructional materials, including Chromebooks (and iPads K-1st) if needed. In addition, students are provided with a backpack, school supplies, and a hygiene kit. We currently have eight students experiencing homelessness.

Goal 3: Targeted Academic Growth for Unduplicated Students

As provided in the Engaging Educational Partners and Metrics section, the performance levels of low-income students, English learners, and Foster youth are at the same rate as all students, as demonstrated on the CA School Dashboard, Graduation Rate in 2022, where SED students graduation rate (96.2) surpassed all student graduation rate (93.6). Similarly, there are no EL students by graduation, as EL students have been reclassified before graduation.

To continue to address these strong outcomes, Goal 3, Actions 1, 2, 3, 4, 5, 6, and 7 provide additional college and career-ready resources and extra support in academic areas to ensure all students graduate with options for the next steps in their lives.

Although our graduation rates are high across all groups, these actions are important because state testing results reveal a gap between the achievement of our general population and several of our targeted groups - socioeconomically disadvantaged (-24% ELA, -17% Math), Hispanic (-13% ELA, -19% Math), English learners (-46% ELA, -27% Math), students with disabilities (-39% ELA, -34% Math).

We designed these actions to lead to increases in student scores on our MAP and CAASPP tests while continuing our high rates of graduating students who are ready for college and career, as measured by the metrics in Goal 1 and Goal 3. These actions are being provided on an LEA-wide or school-wide basis as it is likely that other students falling behind academically will also benefit from these actions.

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus on ensuring we provide support for students identified with achievement gaps at the elementary, middle, and high school with a goal of closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, Foster youth and other targeted groups. The intervention programs consistently show the vast majority of students making individual growth.

For the 2023-2024 school year, we continue to administer the Measures of Academic Progress assessments K-11 three times per year to measure student progress and identify growth and strength skill areas. The test windows align with best practice, opening on or around the eighth, twentieth, and thirty-second weeks of school. The data assists our educational team in identifying and addressing skill gaps in our students. Our goal is to provide classroom intervention and support students with additional intervention push-in support in the classroom. We believe that providing a robust elementary intervention program is essential in supporting target student groups early with mathematics and literacy instruction. The elementary intervention supports include a multi-tiered system of support where teachers address the academic, social, and emotional needs of the child.

Every school has counseling services and school-wide programs such as Toolbox at Robert Down and Forest Grove, Character Strong at Pacific Grove Middle school, and Restorative Practices at Pacific Grove High School and Community High to ensure students' social and emotional needs are met. We are continuing with additional counseling hours at all sites to target students' social emotional needs as a

preemptive measure. Professional development for certificated staff, classified staff, and administrators on social-emotional learning provides another layer of support for our students.

Every week professional learning communities organized by grade levels at the elementary level and departments at the secondary level work collaboratively. These teams analyze student work to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team composed of a certificated teacher, an English language development teacher, special education teachers, and instructional aides who deliver support in the classroom. Additional intervention supports exist outside of the classroom with a pull-out model employed before, during, and after school. Intervention teachers and instructional aides push into the classroom to support students as needed with supplemental materials aligned to the core curriculum. Students receive homework help and tutoring before and after school. Students are monitored weekly to ensure they are progressing in meeting academic standards. The Read 180 program is offered before school for fourth and fifth grade students who are behind grade level in reading.

To support our English learners in the elementary grades, we have two certificated English Language Development (ELD) teachers who provide 30 minutes of daily designated support for English learners. An important component of their work is ensuring families are connected to the greater school community, and students are receiving the social emotional assistance they need at school. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. Districtwide, ELD teachers were trained on Guided Language Acquisition Instruction (GLAD) strategies. They, in turn, demonstrate these strategies to other teachers in their classrooms and offer professional development at staff meetings and collaboration times throughout the school year. This makes core content comprehensible for English learners and other students with learning gaps. Tutoring is offered to all English learners at elementary, middle, and high school.

The middle and the high school intervention programs also follow a multi-tiered system of support model. The counseling departments at the middle and high school work with students to provide academic, social, and emotional support. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. Students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school has an English transition class for students on IEPs who have completed the Read 180 program but still have an achievement gap that precludes them from accessing general education English language arts. The middle school 7th and 8th-grade AVID (Advancement Via Individual Determination) class builds students' academic skills and puts them on a trajectory to attend a four-year college. This program feeds the AVID program at the High School. Students who are identified as struggling according to formative assessments, grades, and teacher recommendations are assigned to the Academic Intervention Class after school. The middle school math department also has a math support class for grade 6 with concurrent enrollment in grade-level math. The intent is to provide students with additional and differentiated instruction to build conceptual understanding and increase academic language instruction for math.

The high school offers two AVID sections, one for incoming freshman and sophomores and another for 11th and 12th grades. Two additional sections of productive study have been added to provide more students with the opportunity to complete school work during the day and

receive assistance if needed. The math department continues to provide math support sections for students taking Integrated Math 1 and Integrated Math 2. A 3rd full-time outreach counselor will continue to target English learners, low income, Foster, and homeless students while also supporting our students at Community High School academically, socially, and emotionally. High School students' social emotional needs are also addressed by the licensed mental health therapist.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that total \$1,160,955.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Pacific Grove Unified School District is required to increase or improve services for EL, Foster Youth, and Low-Income students by 4.2% or \$777,530 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required increase as compared to services for all students and will yield an expected increase in student data outcomes for our unduplicated students.

Actions in the Local Control Accountability Plan:

In the plan, you will see the following actions marked as contributing which are included as part of the increased percentage:

Goal 1 Actions 3,4,7, 9

Goal 2 Actions 2,

Goal 3 Actions, 1, 2, 3, 4, 5, 6, 7, 8, 9

The planned quantitative increase of the budgeted LCFF expenditures is \$1,160,955, which is over the 4.2% percent required at \$777,530.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Pacific Grove Unified does not receive additional grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,534,100.08	\$1,303,088.31	\$646,045.00	\$275,299.79	\$30,758,533.18	\$28,578,192.85	\$2,180,340.33

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Teachers, Classified Staff and Administrators	All Students with Disabilities	\$26,018,753.23				\$26,018,753.23
1	1.2	Instructional Materials and Resources	All Students with Disabilities	\$553,705.51	\$866,701.57	\$32,000.00	\$110,888.25	\$1,563,295.33
1	1.3	High School Outreach Counselor	English Learners Foster Youth Low Income	\$131,550.92				\$131,550.92
1	1.4	Career Technical Education	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	Broad Course of Study	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.6	Technology Infrastructure	All Students with Disabilities			\$600,000.00		\$600,000.00
1	1.7	High School Credit Recovery class	English Learners Foster Youth Low Income	\$25,311.26				\$25,311.26
1	1.9	Increased professional learning community meeting time at Pacific Grove High School.	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.10	Adjust facilities projects to prioritize	All Students with	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		repairs at the campus most in need of repairs.	Disabilities					
2	2.1	Counseling Services	All Students with Disabilities	\$800,686.08	\$0.00	\$0.00	\$0.00	\$800,686.08
2	2.2	Social Emotional Learning resources	All Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.3	Parent Engagement & Student Success	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Mental Health Professional Development - All Levels	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.6	Sustained Mental Health Training	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.7	Restorative Practices	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.8	Digital Citizenship and Literacy	All	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00
2	2.9	Parent Ed Tech Nights	All	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00
2	2.10	Middle School Student Advisory Period	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.11	Vector Training Student Safety & Wellness Courses Grades 6-12	All	\$0.00	\$0.00	\$6,045.00	\$0.00	\$6,045.00
2	2.12	High School Licensed Mental Health Therapist	All	\$0.00	\$176,869.46	\$0.00	\$0.00	\$176,869.46
2	2.13	Elementary Licensed Mental Health Therapist	All	\$0.00	\$0.00	\$0.00	\$155,411.54	\$155,411.54
2	2.14	Middle School Social Emotional Supports	All	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00
2	2.15	Equity and Cultural Proficiency	Targeted to EL, SES, Foster/Homeless All	\$0.00	\$0.00	\$0.00	\$9,000.00	\$9,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Site Based Professional Learning Teams	English Learners Foster Youth Low Income	\$0.00	\$28,000.00	\$0.00	\$0.00	\$28,000.00
3	3.2	AVID Classes at PGHS and PGMS	English Learners Foster Youth Low Income	\$121,145.26	\$0.00	\$0.00	\$0.00	\$121,145.26
3	3.3	English Language Arts Support Classes	English Learners Foster Youth Low Income	\$48,129.90	\$0.00	\$0.00	\$0.00	\$48,129.90
3	3.4	Elementary Schools English Language Arts Intervention	English Learners Foster Youth Low Income	\$508,822.76	\$221,517.28	\$0.00	\$0.00	\$730,340.04
3	3.5	Language Review Teams	English Learners	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	3.6	Math Intervention Programs	English Learners Foster Youth Low Income	\$163,082.52	\$0.00	\$0.00	\$0.00	\$163,082.52
3	3.7	High School Productive Study Class	English Learners Foster Youth Low Income	\$161,912.64	\$0.00	\$0.00	\$0.00	\$161,912.64
3	3.8	ELD Afterschool Homework Club	English Learners	\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00
3	3.9	Peer-to-Peer Tutoring and Mentoring	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$18,533,477	\$777,530	4.20%	0.00%	4.20%	\$1,160,955.26	0.00%	6.26 %	Total:	\$1,160,955.26
								LEA-wide Total:	\$163,082.52
								Limited Total:	\$1,000.00
								Schoolwide Total:	\$996,872.74

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	High School Outreach Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS & Community HS 9-12	\$131,550.92	
1	1.4	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS 9-12	\$0.00	
1	1.7	High School Credit Recovery class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PGHS & CHS 9-12	\$25,311.26	
1	1.9	Increased professional learning community meeting time at Pacific Grove High School.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School	\$0.00	
2	2.7	Restorative Practices				Specific Schools: Pacific Grove and Community High 9-12	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Site Based Professional Learning Teams	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12	\$0.00	
3	3.2	AVID Classes at PGHS and PGMS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High School grades 7,8,9,10,11,12	\$121,145.26	
3	3.3	English Language Arts Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School 6, 7, 8	\$48,129.90	
3	3.4	Elementary Schools English Language Arts Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Robert Down and Forest Grove TK, K, 1,2,3,4,5,	\$508,822.76	
3	3.5	Language Review Teams	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,000.00	
3	3.6	Math Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools k-12	\$163,082.52	
3	3.7	High School Productive Study Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 10,11,12	\$161,912.64	
3	3.8	ELD Afterschool Homework Club	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove 3-5	\$0.00	
3	3.9	Peer-to-Peer Tutoring and Mentoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$28,213,811.41	\$28,440,230.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Teachers, Classified Staff and Administrators	No	\$25,073,484.00	\$25,073,484.00
1	1.2	Instructional Materials and Resources	No	\$995,266.00	\$995,266.00
1	1.3	High School Outreach Counselor	Yes	\$90,020.00	\$95,352.10
1	1.4	Career Technical Education	Yes	\$0.00	0
1	1.5	Broad Course of Study	No	\$0.00	0
1	1.6	Technology Infrastructure	No	\$660,000.00	\$660,000.00
1	1.7	High School Credit Recovery class	Yes	\$17,190.40	\$17,190.40
2	2.1	Counseling Services	No	\$242,924.99	\$464,012.45
2	2.2	Social Emotional Learning resources	Yes	\$0.00	0
2	2.3	Parent Engagement & Student Success	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Fundamentals of Success	Yes	\$17,189.30	\$17,189.30
2	2.5	Institute for Social Emotional Learning	No	\$0.00	0
2	2.6	Trauma Informed Practices PD	No	\$0.00	0
2	2.7	Restorative Practices	No	\$0.00	0
2	2.8	Digital Citizenship and Literacy	No	\$4,000.00	\$4,000.00
2	2.9	Parent Ed Tech Nights	No	\$4,000.00	\$4,000.00
2	2.10	High School and Middle School Student Advisory period	No	\$0.00	0
2	2.11	Vector Training Student Safety & Wellness Courses Grades 6-12	No	\$6,045.00	\$6,045.00
2	2.12	High School Licensed Mental Health Therapist	No	0	0
2	2.13	Elementary Licensed Mental Health Therapist	No	\$0.00	0
2	2.14	Middle School Social Emotional Supports	No	0	0
2	2.15	Equity and Cultural Proficiency	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Site Based Professional Learning Teams	Yes	\$0.00	0
3	3.2	AVID Classes at the High and Middle School	Yes	\$113,317.30	\$113,317.30
3	3.3	English Language Arts Support Classes	Yes	\$72,158.34	\$72,158.34
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$679,656.22	\$679,656.22
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1,000.00
3	3.6	Math Intervention Programs	Yes	\$141,292.86	\$141,292.86
3	3.7	High School Productive Study Class	Yes	\$73,290.40	\$73,290.40
3	3.8	HS math tutoring section	Yes	\$22,976.60	\$22,976.60
3	3.9	Paper Tutoring Service	No	0	0

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
803,716	\$1,210,901.02	\$1,216,233.12	(\$5,332.10)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High School Outreach Counselor	Yes	\$90,020.00	\$95,352.10		
1	1.4	Career Technical Education	Yes	\$0.00	0		
1	1.7	High School Credit Recovery class	Yes	0	0		
2	2.2	Social Emotional Learning resources	Yes	\$0.00	0		
2	2.4	Fundamentals of Success	Yes	\$17,189.30	\$17,189.30		
3	3.1	Site Based Professional Learning Teams	Yes	\$0.00	0		
3	3.2	AVID Classes at the High and Middle School	Yes	\$113,317.30	\$113,317.30		
3	3.3	English Language Arts Support Classes	Yes	\$72,158.34	\$72,158.34		
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$679,656.22	\$679,656.22		
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1,000.00		
3	3.6	Math Intervention Programs	Yes	\$141,292.86	\$141,292.86		
3	3.7	High School Productive Study Class	Yes	\$73,290.40	\$73,290.40		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	HS math tutoring section	Yes	\$22,976.60	\$22,976.60		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21,460,150	803,716	0%	3.75%	\$1,216,233.12	0.00%	5.67%	\$0.00	0.00%

Instructions

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

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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: Local Performance Indicators for the California Dashboard

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Buck Roggeman, Director of Curriculum and Special Projects

RECOMMENDATION:

The District Administration recommends the Board review and approve the local indicators of progress toward the eight state priorities for publication on the California Department of Education school dashboard.

BACKGROUND:

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard. The district annually reviews these performance indicators and makes a presentation to the Board of Trustees with our findings.

INFORMATION:

The Dashboard includes a concise set of state and local indicators that are founded on the Local control Funding Formula priorities. They are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those priorities for which state level data is not collected are referred to as local indicators. Of the seven local indicators, school districts are required to report on five:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

The other two priorities are addressed by county offices of education only.

The following information represents our findings for Pacific Grove Unified School District using the required state tools for self-reflection.

FISCAL IMPACT:

None.

LOCAL PERFORMANCE INDICATORS

Pacific Grove Unified School District
June 1, 2023

BACKGROUND

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on *locally collected data*

□

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on ‘local control’
- Enables LEAs to measure progress using local data
- Provides valuable information necessary for educational partners to engage in meaningful input with a holistic understanding of local successes and challenges
- Informs the Local Control and Accountability Plan (LCAP) planning process

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

- Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions: 0%**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0 %**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0 %**

The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Priority 2: Self-Reflection Tool for Implementation of State Academic Standards

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts					X
English Language Development (Aligned to English Language Arts Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science					X

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts					X
English Language Development (Aligned to English Language Arts Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts				X	
English Language Development (Aligned to English Language Arts Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Content area	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activity	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Priority 3: Family Engagement

Family Engagement (Priority 3)

Section 1: Building Relationships

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Content area	1	2	3	4	5
Rate the progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
Rate the progress in creating welcoming environments for all families in the community.					X
Rate the progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				X	
Rate the progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Family Engagement (Priority 3)

Section 2: Building Partnerships for Student Outcomes-

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Content area	1	2	3	4	5
Rate the progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.			X		
Rate the progress in providing families with information and resources to support student learning and development in the home.			X		
Rate the progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
Rate the progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Family Engagement (Priority 3)

Section 3: Seeking Input for Decision Making

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Content area	1	2	3	4	5
Rate the progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
Rate the progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
Rate progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Priority 6: School Climate

Description for the Dashboard is located in
the Board Packet

Priority 7: Access to Broad Course of Study

Description for the Dashboard is located in
the Board Packet

School Climate – Priority 6

Pacific Grove Unified School District continued its practice of administering the California Healthy Kids Survey at all school sites. Students in grades 5, 7, 9, and 11 took the survey at Forest Grove Elementary School, Robert Down Elementary School, Pacific Grove Middle School, and Pacific Grove High School/Community High School.

The results of the survey were shared with our governing board at a regularly scheduled meeting on April 6, 2023. The results also help drive our school sites' emotional goals in our school plans for student achievement which were developed in consultation with our school site councils at each site.

Pacific Grove High School

PGHS identified numerous areas of strength after analyzing the CHKS results. Rare substance use at school, parent involvement, and academic motivation were viewed as relative areas of strength.

Based on the data and after reflection with educational partners, PGHS will continue to focus on three areas of improvement: 1) Increase students' sense of safety [down 1% from 2022], 2) Increase school connectedness [down 2% from 2022, and 3) Increase the number of students who report caring adult relationships [up 4% from 2022.

Pacific Grove Middle School

Pacific Grove Middle School identified areas of strength as no substance use at school, perceived school safety (up 5% from 2022), and school connectedness (up 2% from 2022).

When the Middle School community reflected on CHKS data and local surveys, they found that an area of growth is promotion of parent involvement (down 6% from 2022).

Forest Grove Elementary School

Forest Grove showed strengths in caring relationships (up 2% from 2022), academic motivation (up 5% from 2022) and promotion of parental involvement (up 25% from 2022).

The school's areas of improvement included school connectedness (down 7% from 2022) and rule clarity (up 8% from 2022). Forest Grove will increase scholar voice and choice and clarify expectations for students.

Robert Down Elementary School

Robert Down's strengths are in the areas of parental involvement (92% feel involved) and academic motivation (90%, down 1% from last year).

The school has identified school safety (down 6% from 2022) and increasing school connectedness (up 1% from 2022) as goals. To increase a sense of connectedness, RD will implement a more vibrant student council presence on campus in the coming year. To increase school safety, RHD will continue to implement its anti-bullying program.

Access to a Broad Course of Study (Priority 7)

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

Local education agencies report to their school boards progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12. These include the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

The summary of progress is required to be based on information collected through locally selected tools and measures that identify differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The High School will continue exploring ways to expand offerings of dual-enrolled classes. PGHS plans to achieve this by continuing its relationship with Monterey Peninsula College and staying up to date with its College and Career Pathways (CCAP) Agreement. Currently, it offers 11 dual enrolled courses through its culinary and photography pathways and computer science pathway. Also, it will expand enrollment of freshmen and sophomores in a pathway with a long-term goal of increasing the amount of CTE completers from 20% to 30% by 2023-2024. PGHS also uses A-G completion data to identify students for credit recovery programs that keep them on pace to graduate fulfilling the requirements. Our AVID (advancement via individual determination) program actively seeks out unduplicated students to support them in their effort to fulfill a broad course of study leading to four-year university enrollment.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students have access to and are enrolled in all required areas of study as monitored through CalPads & Synergy student information system. Students have access to and are enrolled in a broad course of study including Health, Physical Education, Visual and Performing Arts, World Languages, Career Technical Education, Advanced Placement, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Synergy. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.

3. Identification of any barriers preventing access to a broad course of study for all students.

One barrier to our students accessing a broad course of study is receiving the support needed to pass the classes needed to complete the broad course of study. Students from underrepresented groups have disproportionately greater numbers on the school's D/F list. Pacific Grove High School has identified this as a barrier to students accessing a broad course of study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

PGUSD has completed a Cultural Proficiency 10-Day Certification training where staff and administration from each site identify inequitable situations at their schools and develop action steps to address those issues. At PGHS, they addressed the disproportionate number of underrepresented students on the D/F list by examining grading practices. They will continue to implement practices described in the book *Grading for Equity* by Joe Feldman. Each department was responsible for implementing a practice during the second semester of 2022-2023 and analyzing what difference, if any, the equitable grading practices made for students on the D/F.

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| <input 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 checked="" 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: Approval of Amendment to the Superintendent's current Contract: Retroactive Compensation Adjustment

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Carolyn Swanson Board President

RECOMMENDATION:

It is recommended that the Board of Education review and approve the amendment to the Superintendent's current Contract: Retroactive Compensation Adjustment

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, on an annual basis, reviews the Superintendent's contract and compensation. The proposed amendment would provide a retroactive salary increase which is commensurate with the increase granted to other employee bargaining units.

- The Board agrees to pay Superintendent a retroactive salary increase of 5.0 % (commensurate with the other employee bargaining unit salary adjustments) effective July 1, 2022, which equates to an annual salary of \$273,926.57, payable in twelve (12) equal monthly installments, retroactive to July 1, 2022.
- This amendment only provides a compensation adjustment and does not extend the Superintendent's contract.

FISCAL IMPACT:

This 5.0 % on going compensation agreement is commensurate with the other employee bargaining unit salary adjustments. This contract adjustment includes an increase in annual salary of \$13,044.12 to be funded by the General Fund.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
AMENDMENT NO. 1 TO
SUPERINTENDENT CONTRACT**

This Amendment No 1 to the Superintendent’s employment contract is made this 1st day of June, 2023, by and between the Governing Board (“Board”) of Pacific Grove Unified School District and Dr. Ralph Gómez Porras.

Section 2 “Salary” of the current employment contract is amended to read as follows:

- 2. **Salary** – Board agrees to pay Superintendent an annual compensation of \$273,926.57 payable in twelve (12) equal monthly installments retroactive to July 1, 2022. The July 1, 2022 salary shall remain the same through the remaining term of this contract, or the last day of employment, 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.

No other changes are made to the current employment contract between the Governing Board and Dr. Porras.

This Agreement is executed at Pacific Grove, California.

Ralph Gómez Porras, Ed.D.
Superintendent

Carolyn Swanson, Board President
PGUSD Board of Education

Date

Date

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| <input 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 checked="" 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: Approval of Pacific Grove USD Adult Education Instructor Group Agreement

DATE: June 1, 2023

PERSON RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board review and approve the agreement between the Pacific Grove Unified School District and the Adult Education Instructor Group.

BACKGROUND:

All changes to agreements between the District and the Adult Education Instructor Group require approval by the Board. However, AB 1200 does not require the District to submit details of agreements with non-bargaining units to the Monterey County Office of Education (MCOE) for review.

INFORMATION:

The agreement with the Adult Education Instructor Group is as follows:

- Effective July 1, 2022, a salary increase of 5.0% to the Adult Education Instructor Group salary schedule for the 2022-23 year
- Effective July 1, 2022, an increase of \$1,000 to the District Health and Welfare compensation

FISCAL IMPACT:

Total compensation cost for 5.5% in 2022-23 is estimated at **\$12,156**

Pacific Grove Adult School Instructor Group
Meet and Confer Compensation Agreement
2022-2023

The District representatives and the Pacific Grove Adult School Instructor Group met on May 23, 2023, to discuss the following terms:

Effective retroactive to July 1, 2022, a salary increase of 5% to the Adult School Salary Schedule for the 2022-2023 year.

Effective retroactive to July 1, 2022, an increase of \$1,000 towards Health Benefits.

This agreement is made with the understanding that if through negotiations for the 2022-2023 year, any other District Bargaining Unit comes in with a higher total compensation adjustment, the Adult School Instructor Group will be entitled to the same adjustment.

All other provisions of prior compensation adjustments, not in conflict with the above, shall remain in effect.

<p>DocuSigned by: <u>Jenn Hall</u> PGAS Representative</p>	<p>5/25/2023 Date</p>	<p>DocuSigned by: <u>Billie Mankey</u> Billie Mankey, Director II, HR</p>	<p>5/25/2023 Date</p>
		<p>DocuSigned by: <u>Josh Jern</u> Joshua Jern, Assist. Superintendent of Business Services</p>	<p>5/25/2023 Date</p>

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| <input checked="" 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: Potential Subcommittee for Superintendent's Contract Updates

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Carolyn Swanson Board President

RECOMMENDATION:

It is recommended that the Board of Education discuss and provide direction on a potential subcommittee for the superintendent's contract updates.

BACKGROUND/INFORMATION:

The Superintendent search process requires an updated superintendent contract. The Board will discuss whether to form a subcommittee to review and update the existing superintendent contract.

FISCAL IMPACT:

None

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| <input 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 checked="" 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: Approval of Fiscal Officer Reclassification and Updated Salary Schedule

DATE: June 1,2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent Business Services

RECOMMENDATION:

The District Administration recommends the Board review and approve the proposed reclassification of the Fiscal Officer from Confidential to Management and the increase to the salary range as provided.

BACKGROUND:

The position of Fiscal Officer assignment has evolved. The attached job description outlines the additional duties and responsibilities associated with this position and rationale for moving from Confidential to Management.

The Fiscal Officer assignment being proposed will provide an additional layer of supervisory responsibility between the Business Office and the Assistant Superintendent of Business Services. When performing the comparable study of thirteen of the local educational agencies it was clear that seven of thirteen positions were in the Management classification, and the current position was funded at nine out of thirteen in compensation.

INFORMATION:

The District has attached salary comparisons, and the updated job description for your information and review. This recommended salary is lower than the six of the comparable districts, but consistent with other districts within a tri- county recruitment area.

FISCAL IMPACT:

\$12,000, General fund, currently budgeted 2023-24
Current Confidential salary schedule for the Fiscal Officer

Work Year/Days	1	2	3	4	5	6
261	\$75,234	\$77,126	\$79,061	\$83,013	\$87,152	\$91,499

Proposed Management salary schedule for the Fiscal Officer

Work Year/Days	1	2	3	4	5	6
261	\$91,258	\$94,891	\$98,292	\$102,687	\$106,873	\$111,925

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: FISCAL OFFICER

DEFINITION: Under the direction of the Assistant Superintendent for Business Services to perform professional, complex accounting work in the preparation, maintenance and analysis of district's expenditure and revenue budget, to include federal and state funded programs, Child Development, Cafeteria, Adult Education and Special funds and to do other related work as required. Performs research, compile, analyze and review complex and technical accounting data and records; and prepare and maintain comprehensive financial and statistical records and reports. Acts as lead advisor on compliance issues, State/Federal/Local regulations for all fund activity and assures that Generally Accepted Accounting Principles (GAAP) guidelines are followed. Provides leadership and direction to accounting, payroll and benefits staff.

ESSENTIAL FUNCTIONS: Duties may include, but are not limited to the following:

- Supervises accounting, payroll and benefits staff in complying with effective office procedures.
- Prepare, analyze and monitor District budgets; assure compliance with guidelines, rules, regulations and procedures affecting fiscal and budgetary reporting
- Perform work within the Business Office including budget control records, disbursement of funds for materials, supplies and equipment, records of State and Federal Funds
- Establish, analyze and maintain accurate and auditable fiscal records for the District's categorical and restricted programs/funds
- Prepare, analyze, review and submit Budget Adoption, Interim Reports (including Multi-Year Projections), Unaudited Actuals and all related financial & statistical related reports
- Responsible for closing year-end books, and serve as liaison with the District independent auditors, and coordinate district & site staff with the auditors
- Train and instruct the personnel of the Business Office, school sites and other programs and operating departments in financial matters
- Develop and implement new procedures as needed, and see that the established procedures are carried out efficiently
- Serve as a resource to District personnel in the area of fiscal and budgetary policies and procedures; respond to questions and provide detailed instructions on requests for budget numbers, funding sources and proper procedures and policies for expenditure of funds; resolves issues as appropriate
- Make reports, and attend Board meetings upon request
- Carry out special financial or statistical research or analytical studies to assist the administration or the Board in the formulation of new policies and planning of new or revised programs
- Keep required records of expenditures and income, and balances of all appropriations
- Reconcile and maintain General Ledger, and responsible for all funds general ledgers including journal entries, cash and budget transfers
- Reconcile district fund balances, prepare journal entries as required, and check transmittal of district income to and expenditures assessed from the county office

- Check all budget classification codes including compliance with the California School Accounting Manual (CSAM) on all purchase requisitions and secure necessary authorizations for the requisitions
- Prepare and compile state student attendance reports such as P1, P2, P Annual and/or J3 and J7 and others; interpret and explain new rules and regulations regarding attendance reporting
- Prepare required reports of income and expenditures/costs statements
- Develops and maintains an accounting training program designated to assist others in the District to understand the functioning and responsibilities of the Business Services Division.
- Prepare financial statements and other special reports as needed
- Maintain confidentiality
- Performs other related duties as assigned

QUALIFICATIONS:

Knowledge of:

- Accounting and financial record keeping principles and procedures, especially as they pertain to government and school district accounting
- Standardized Account Code Structure (SACS) codes
- California School Accounting Manual (CSAM)
- Laws, ordinances, and regulations affecting the operations of accounting principles and practices and their applications to a wide variety of transactions and problems, especially as they pertain to school districts.
- Modern office practices, particularly as they apply to financial record keeping, including computer program use, financial database software and office machine skills
- Advanced knowledge of audit theory, principles, techniques and practices and their application to government finance.

Ability to:

- Prepare clear and accurate financial statements and reports under direction of the Assistant Superintendent for Business Services and to analyze accounting data, including estimates, invoices and reports
- Perform specialized and complex work in control and monitoring of District budgets and fiscal records
- Make mathematical calculations with speed and accuracy
- Understand and carry out complex oral and written directions
- Establish and maintain cooperative relationships with those contacted in the course of the work
- Develop and implement computer program applications to monitor and report District's financial status
- Work independently with little direction
- Maintain a valid driver's license

EDUCATION AND EXPERIENCE:

- Three years of complete charge accounting experience for a school district or large commercial business; OR
- Bachelor's Degree in accounting, business administration, or related field

<i>POSITION TITLE: Fiscal Officer, Continued</i>

PHYSICAL REQUIREMENTS: of this position are, but not limited to the following:

Ability to:

- Sit for extended periods of time
- Stand in one area for extended periods of time
- Stand and walk for extended periods of time
- Ascend and descend steps
- See for the purpose of observing accuracy of reports and documents
- The ability to listen to and understand information and ideas presented through spoken words and sentences
- The ability to communicate information and ideas in speaking so others will understand.
- Communicate using the telephone and radio
- Push/pull, squat, turn, twist, bend, and stoop
- Lift and carry 20 lbs
- Reach in all directions
- Think clearly and rationally to solve problems, make good judgments and decisions
- Perform the essential functions of this position in an accurate, neat, timely fashion
- Ability to meet the travel requirements of this position

WORKING CONDITIONS:

Office working environment subject to sitting at a desk for long periods of time, bending, crouching, or kneeling at files, pushing/pulling of file drawers, reaching in all directions, and prolonged periods of time working at a computer terminal

LICENSE OR CERTIFICATE:

- Possession of a valid California Driver's license
- Accounting and Payroll experience in lieu of college degree

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans With Disabilities Act regarding reasonable accommodation procedures

Adopted by the Board of Education January 13, 1994

Revised and Approved: August 24, 2006, February 18, 2021,

TBD

Rank	Fiscal Officer	Position Title	Bargining Unit	Work Calendar	Education	Yrs of Exp	Step 1 / A	Step 2 / B	Step 3 / C	Step 4 / D	Step 5 / E	Step 6 / F
13	Alisal Union SD	Budget analyst	Confidential	260 work days	AA - Accounting	3 years of increasingly substantial in maintenance of financial records	\$51,750	\$54,392	\$57,117	\$59,946	\$62,920	\$68,058
12	Monterey Peninsula USD	Admin Asst Risk Mgt	Range 31 Confidential	12 month	HS diploma or GED	5 years of progressively responsible clerical admin and technical knowledge to successfully perform job duties	\$71,136	\$74,693	\$78,458	\$82,326	\$86,466	\$90,771
11	Salinas Union High SD	District Accountant	Confidential	12 Month	HS diploma or GED along with AA Accounting	5 years of increasingly responsible eperience involving financial record keeping and operation of electronic data processing systems or technical level accounting experience	\$72,648	\$76,116	\$79,171	\$83,508	\$87,456	\$91,608
10	North Monterey County USD	Budget analyst	non confidential 36 range		BS Bus or Finance	4 years experience progressively responsible professional accounting experience in government agency or large corporation	\$75,234	\$77,126	\$79,061	\$83,013	\$87,152	\$91,499
9	Pacific Grove USD (CURRENT)	Fiscal Officer	Confidential	12 Month - 261	BS- Bus or Acct	3 years of complete charge accounting experience for school distric or large commercial bussiness	\$79,258	\$82,891	\$86,292	\$90,687	\$94,873	\$99,925
8	Gonzales USD	Director Fiscal Services	Classified Mgt	220 Day	AA - Accounting / BS preferred	2 years experience with public sector procedures policies and regulations	\$84,644	\$88,029	\$91,551	\$95,212	\$99,021	\$102,982
7	Pacific Grove USD (PROPOSED)	Fiscal Officer	Classified Mgt	12 Month - 261	BS- Bus or Acct	3 years of complete charge accounting experience for school distric or large commercial bussiness	\$91,258	\$94,891	\$98,292	\$102,687	\$106,873	\$111,925
6	Salinas Union High SD	Manager of Fiscal Services	Classified Mgt Range 65	222 work days	BS Bus or Finance	5 years eperience in school accounting which demonstrates an undertandin of GAAP and ability to perform the duties of the position	\$107,395	\$112,765	\$118,403	\$124,324	\$130,537	\$137,065
5	Monterey Peninsula USD	Coordinator of Fiscal Services	Range 37A Mgt Salary Schedule	222 work day (12 mo)	AA - Accounting	4 years experience in an accounting/auditing capacity preferably including experience in a schooll district or public agency	\$110,210	\$112,415	\$114,664	\$116,958	\$119,297	\$121,682
4	Alisal Union SD	Director of Fiscal Services	Classified Mgt	221 work days	BS - Bus or Acct	3 years of increasingly reposable; 2 years rekated supervisirt capacity in School District	\$112,781	\$117,292	\$121,983	\$126,863	\$131,937	
3	North Monterey County USD	Director Fiscal Services	Classified Mgt	225 work days	BS or higher	progressively responsible professional accounting experience in government agency or large corporation	\$118,037	\$120,988	\$124,014	\$127,114	\$130,292	\$132,898
2	Carmel USD	Sr Director Fiscal	Classified Mgt	225 work day	BS- Bus or acct.	3 years progressively responsible professional accounting experience in government agency or large corporation	\$129,000	\$134,916	\$141,108	\$147,756	\$154,572	\$161,478
1	Monterey Peninsula USD	Director Fiscal Services	Range 49 Mgt Salary Schedule	222 work days	BS- Bus or acct.	progressively responsible professional accounting experience in government agency or large corporation	\$146,367	\$149,295	\$152,281	\$155,327	\$158,433	\$161,600

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| <input type="checkbox"/> Student Learning and Achievement | <input type="checkbox"/> Consent |
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| <input checked="" 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: Measure A and Measure D Bond Citizens' Bond Oversight Committee Report

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends the Board review and approve the Measure A & D Citizens' Bond Oversight Committee (CBOC) Compliance Report for 2022-23

BACKGROUND:

Measure A and Measure D were both passed as a 55% vote election. The District must comply with the provisions of Education Code 15278 required by Proposition 39.

An independent Citizens' Oversight Committee has been established to review and audit all expenditures. The CBOC meets annually to review expenditures and provide compliance related functions.

The last report presented by the Citizens' Bond Oversight Committee was on June 17, 2022, and it was for the 2021-22 Fiscal Year.

INFORMATION:

The Pacific Grove USD Citizens' Bond Oversight Committee has reviewed the attached compliance report and submits to the Board of Trustees for their action.

FISCAL IMPACT:

None.

Date: June 1, 2023
 To: PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
 From: CITIZENS' BOND OVERSIGHT COMMITTEE ("CBOC")
 MEASURES A AND D
 Subject: CBOC FY 2022 ANNUAL REPORT TO THE BOARD OF EDUCATION

As required under California state law, the Pacific Grove Unified School District Measures A and D Citizens' Bond Oversight Committee ("CBOC") delivers this **Annual Report** to the Pacific Grove Unified School District Board of Education for the fiscal year 2022.

CBOC OVERVIEW

As set forth under California state law:

- The CBOC is responsible for reviewing the District's expenditures of bond proceeds.
- The CBOC is subject to the Ralph M. Brown Public Meetings Act of the State of California.

It should be noted that the expenditure of District funds on regular and deferred maintenance projects and the use of funds generated from sources other than the bond measures fall *outside* the scope of the Committee's review.

REPORT TO THE BOARD/SUMMARY OF ACTIVITIES/COMPLIANCE

Regarding the CBOC's proceedings and activities for the fiscal year 2022, the following information is provided:

1. **Annual Report.** The CBOC is required to present an annual report to the Board of Education, which shall include a statement indicating whether the District complies with the requirements of Article XIII A, Section 1(b)(3) of the California State Constitution, as follows:
 - a. The bond proceeds from the sale of a Prop 39 bond are to be used only for the purposes specified and not for any other purpose, including teacher and administrator salaries and other school operating expenses;
 - b. A list of the specific school facilities projects to be funded, and certification that the district has evaluated safety, class size reduction, and information technology needs in developing that list;
 - c. The district board shall conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed; and
 - d. The district shall conduct an annual independent financial audit of the proceeds from the sale of the bonds until all proceeds have been expended for the projects.

Finding: COMPLIANT. The CBOC hereby states that it finds the District to comply with the requirements of Article XIII A, Section 1(b)(3) of the California State Constitution.

2. **Review of Expenditures.** It is the duty of the CBOC to provide oversight of bond expenditures, including the review of specific reports produced by the District, in order to ensure that bond proceeds are being expended only for the purposes outlined in the ballot measures and that no bond proceeds are used for teacher or administrative salaries or district operating expenses.

Finding: COMPLIANT. Activity successfully completed by CBOC.

3. **Review of Financial and Performance Audit.** The CBOC has reviewed the Pacific Grove Unified School District Measures A and D Financial and Performance Audits.

Finding: COMPLIANT. One material finding: **bidding procedures material weakness.**

Bidding Procedures: During the audit, it was determined that Pacific Grove Unified School District could not locate documentation to substantiate compliance with regulations governing contracts awarded by Districts.

Recommendation: The District should implement procedures to ensure that bidding documents are filed in a place that is clearly identified so in the event of possible turnover, the documents could still be located by staff.

Corrective Action Plan and Views of Responsible Officials:

1. Invitation for Bids/Request for Proposal solicitation document
2. Solicitation responses from all respondents.
3. All response evaluations and rationale for resulting the award.

The documents above, along with all other documents involved with our solicitations above bid threshold, will be kept electronically on the District's network google drive, and in hard-copy form in the Business office.

Fiscal Impact: None

4. **Inform the Public.** The CBOC is to provide information to the public concerning the District's expenditure of bond proceeds.

Finding: COMPLIANT/ONGOING ATTENTION REQUIRED. Project update for November 2022 is currently available to the public on the pgusd.org website. Information from the CBOC needs to be more accessible to the public; this includes adding CBOC members, agenda items and minutes to a specific CBOC page.

Regular Meetings. The CBOC is required to hold at least one annual meeting but meets no more frequently than quarterly. All meetings are to be open to the public under the Ralph M. Brown Act.

Finding: COMPLIANT. Annual meeting was successfully held. The CBOC held a meeting on April 25, 2022. Minutes for this meeting need to be made available on the website.

5. **CBOC Membership.** The CBOC membership is to consist of seven members appointed by the Board. The table below reviews the status of the required positions, as specified under Proposition 39 and CBOC bylaws:

Finding: COMPLIANT/ONGOING ATTENTION REQUIRED. Efforts are required on the part of the District to fill vacant positions.

COMMITTEE MEMBERSHIP

Under state law, a member's term is limited to two years. Members may serve up to two consecutive terms. Information regarding the terms of the current members is shown below.

Member	Position	Term Number	Current Term Ends
Alex Lorca	Parent and Volunteer	1	2024
Stephanie Atigh	Member of a Senior Citizens' Organization	1	2024
Laurel Peiffer	At-large Community Member	2	2024
Maria Fonferek	Parent and Volunteer	2	2024
Vacant	Member of a Taxpayers Association	N/A	2024
Jessica Thompson	Parent, Volunteer & Member of the School Site Council	2	2024
Travis Long	Business Representative Organization	2	2024

Respectfully submitted,



Alex Lorca

Chairperson

Pacific Grove Unified School District Citizens' Bond Oversight Committee

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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 checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Approval of Measure A (Ed Tech Bond) Education Technology Expenditures

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Matthew Binder, Director of Educational Technology, Louis Algaze, Director of Technology Systems

RECOMMENDATION:

The District Administration recommends that the Board review and approve the current (June/July 2023) Measure A - Education Technology Bond expenditures.

BACKGROUND:

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

- Increasing student access to computer technology for both face-to-face/classroom-based instruction and to support remote/distance learning
- Upgrading instructional hardware and educational software/digital curriculum
- Supporting the implementation of a multiyear, district-wide educational technology plan
- Improving classroom and campus security systems and safety
- Implementing data and content management systems to improve student achievement monitoring, programmatic improvements, and other district operations

The bond funds are released in six separate series, approximately \$2 million every three years, over a period of 18 years. The first issuance, Series A, was released in the 2014-15 fiscal year. The district is currently working under the fourth series of funds – Series D. As the assessed valuations of the properties within the district’s attendance boundary increase or decreases, the maximum allowable funding for each series also increases or decreases.

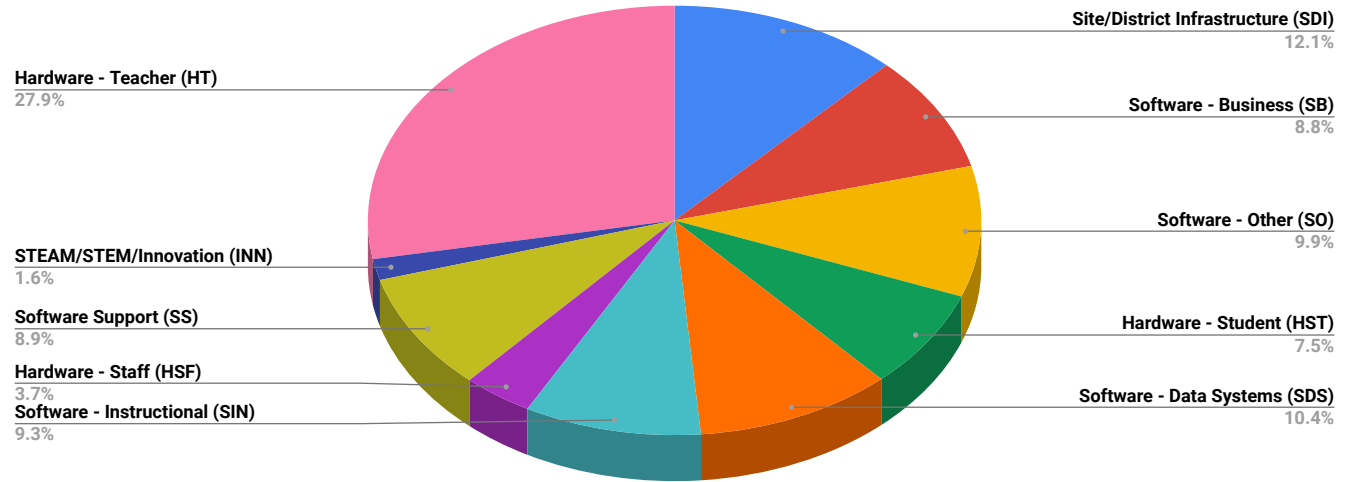
INFORMATION:

Please see the attached spreadsheets – Finalized list of Measure A expenditures, as well as categorical distributions. Prices are estimated and may vary due to adjustments shipping costs, product availability, and vendor pricing.

FISCAL IMPACT:

\$331,626 of technology hardware, software, and/or services to be purchased using Fund 21 (Ed Tech Bond/Measure A) from the Series D issuance.

Category	
Site/District Infrastructure (SDI)	\$40,249
Software - Business (SB)	\$29,110
Software - Other (SO)	\$32,668
Hardware - Student (HST)	\$24,750
Software - Data Systems (SDS)	\$34,476
Software - Instructional (SIN)	\$30,974
Hardware - Staff (HSF)	\$12,223
Software Support (SS)	\$29,407
STEAM/STEM/Innovation (INN)	\$5,270
Hardware - Teacher (HT)	\$92,498
Total	\$331,625



Line Item	Category	Item	Tech Type	Site(s)	Tech Plan Connection	Quantity	Cost Per Unit	Est. Cost Incl. Tax; S/H
1	HSF	Computer Hardware, Monitors for District Office	Staff Hardware	District Office	3b	6	\$525.00	\$3,150.00
2	SS	Edupoint Master Schedule/Course Selection Training - Counselors	Staff Training/PD	PGHS, PGMS	3b	>>>>>>	\$2,250.00	\$2,250.00
3	SDS	Edupoint Synergy Analytics - License, Hosting, Training (Year 1)	Data, Comm, Content Mgmt Software	District (All)	1c, 3b	>>>>>>	\$17,176.00	\$17,176.00
4	SDI	USA North 811 Service - Fiber Maint, Mgmt	Tech Infrastructure Services/Maint	District (All)	3b	>>>>>>	\$300.00	\$300.00
5	SB	Adobe Creative Suite Licenses 2023-24 (Annual Renewal)	Business, Instructional Software	District (All)	1d, 1e, 1g	100	\$25.00	\$2,500.00
6	SS	Amplified IT Google Workspace for Education Plus Support	Tech Infrastructure Services/Maint	District (All)	2b, 3a	>>>>>>	\$12,000.00	\$12,000.00
8	SIN	EdPuzzle - Instr. Video Content Mgmt Platform (Annual Renewal)	Instructional Software	PGMS, PGHS	1e, 1f	>>>>>>	\$3,060.00	\$3,060.00
9	SDS	JAMF Apple Mgmt System (Annual Renewal)	Device Mgmt Software	District (All)	3a, 3b	>>>>>>	\$3,300.00	\$3,300.00
10	SDS	Catapult K12 Connect and Website Mgmt System	Data, Comm, Content Mgmt Software	District (All)	3g	>>>>>>	\$14,000.00	\$14,000.00
11	SB	Softchoice - Microsoft Licensing	Business Software	District (All)	3b	>>>>>>	\$6,708.09	\$6,708.09
12	SB	Bitwarden Password Manager System	Security Software	District (All)	2b	>>>>>>	\$288.00	\$288.00
13	SIN	ReadWrite Unlimited TextHelp (Annual Renewal)	Instructional Software	District (All)	2e		\$2,880.00	\$2,880.00
14	SDI	AMS Power Supplies, Switches Upgrade	Hardware	District (All)	3b		\$482.73	\$482.73
15	SB	AMS VMware	Software	District (All)	2b	>>>>>>	\$633.00	\$633.00
16	SB	Zoom Licenses (Annual Renewal)	Software	District (All)	3b	>>>>>>	\$5,360.00	\$5,360.00
17	HT	Newline Interactive Display Panels Q-Series - 86"	Classroom Hardware	5 FG, 3 RD, 2 PGMS	2d	9	\$3,900.00	\$35,100.00
19	HT	Classroom Hardware Installation Services - A/V	Tech Infrastructure Services/Maint	FG, RD	2d	>>>>>>	\$26,000.00	\$26,000.00
20	SIN	FitnessGram by US Games - Licensing (Annual Renewal)	Data, Comm, Content Mgmt Software	District (All)	1f	>>>>>>	\$769.00	\$769.00
21	HT	HoverCam Solo Spark II Document Cameras	Classroom Hardware	FG, RD, PGMS	2d	40	\$155.00	\$6,200.00
22	HT	Bestison 100W SoundBars	Classroom Hardware	RD, FG, PGMS, PGHS	2d	57	\$120.00	\$6,840.00
23	HT	Wireless Keyboards w/Integrated Trackpads	Classroom Hardware	RD, FG	2d	49	\$35.00	\$1,715.00
24	SIN	Typing.com K-6 Keyboarding Curriculum Program Licensing (Annual Renewal)	Instructional Software	FG, RD, PGMS	1e	>>>>>>	\$2,485.46	\$2,485.46
25	SDI	AMS Networking Equipment - SFP Transceiver	Hardware	District (All)	2b, 3b	1	\$304.28	\$304.28
27	HSF	Monitors, Desktop Computers	Staff Hardware	FG	3b	1	\$5,000.00	\$5,000.00
28	HST	Wireless Mice - Student	Classroom Hardware	FG	2d	30	\$15.00	\$450.00
29	SO	MCOE Firewall (Annual Renewal)	Security Software	District (All)	2b	>>>>>>	\$7,668.00	\$7,668.00
30	SS	ISM Network Services and Maintenance	Tech Infrastructure Services/Maint	RD	2b, 3b	>>>>>>	\$157.00	\$157.00

Line Item	Category	Item	Tech Type	Site(s)	Tech Plan Connection	Quantity	Cost Per Unit	Est. Cost Incl. Tax; S/H
31	SDI	PA System Repair and Servicing	Tech Infrastructure Services/Maint	RD	3b	>>>>>>	\$5,077.80	\$5,077.80
32	SDI	ISP MCOE	Tech Infrastructure Services/Maint	District (All)	2b, 3b	>>>>>>	\$18,000.00	\$18,000.00
33	HT	USB 3.0 Cables - 10 Pack	Classroom Hardware	District (all)	2d	25	\$15.00	\$375.00
34	HSF	Computer Hardware, Monitors - Counseling Staff	Staff Hardware	PGHS	3b	6	\$155.00	\$930.00
35	INN	Ozobot Evo Classroom Robotics Kit	Classroom Hardware	FG, RD	1a	1	\$2,050.00	\$2,050.00
36	SB	Kami Doc/PDF Management (Annual Renewal)	Business, Instructional Software	District (All)	1d, 3b	>>>>>>	\$4,860.00	\$4,860.00
37	SO	CrowdStrike Next Generation Anti-virus CISecurity.org	Security Software	District (All)	2b	>>>>>>	\$25,000.00	\$25,000.00
38	HST	Headphones 10 pack - Student	Classroom Hardware	FG, RD, PGMS	2d	33	\$140.00	\$4,620.00
39	HST	Wireless Mice - Student	Classroom Hardware	RD	2d	60	\$340.00	\$680.00
40	HSF	2 Port USB 2.0 Switch	Classroom Hardware	RD	2b, 3b	1	\$35.00	\$35.00
41	HT	15ft USB C to C Cable	Classroom Hardware	RD	2d	4	\$35.00	\$140.00
42	SIN	Edmentum: Renewal for Ed-Options Academy (Annual Renewal)	Instructional Software	PGHS, CHS	1f	>>>>>>	\$10,500.00	\$10,500.00
43	SDI	GridAsscure Security Camera Maintenance and Servicing	Tech Infrastructure Services/Maint	District (All)	2c	>>>>>>	\$10,084.50	\$10,084.50
44	HSF	Epson EcoTank Pro ET-5800 Printer	Staff Hardware	FG	3b	1	\$808.11	\$808.11
45	SDI	Uninterrupte Power Supply (UPS) Units	Hardware	District (All)	3b	3	\$2,000.00	\$6,000.00
46	INN	LulzBot Mini v2.0 3D-Printers	Classroom Hardware	PGMS	1a	2	\$1,610.00	\$3,220.00
47	SIN	Screencastify Pro Licensing (Annual Renewal)	Instructional Software	District (All)	1c	>>>>>>	\$4,800.00	\$4,800.00
48	HT	USB-C Docking Stations	Staff Hardware	FG	2d	25	\$54.99	\$1,481.25
49	HT	Brother DCP-L2550DW Printers	Staff Hardware	FG	2d	3	\$199.99	\$646.47
50	HST	Student iPads	Student Devices	FG	2d	10	\$250.00	\$2,500.00
51	HST	Dell Chromebooks - for 1:1 Flex Lab Student Devices	Student Devices	FG	1a	30	\$550.00	\$16,500.00
52	HT	Teacher Chromebooks/Laptops	Staff Hardware	5 RD, 3 MS, 3 FG, 4 HS, 3 DO	3b	18	\$825.00	\$14,000.00
53	HSF	Newline Interactive Display Panel Q-Series - 65", Mobile Stand	Staff Hardware	DO	3b	1	\$2,300.00	\$2,300.00
54	SDI	PCS Network Wiring Services	Tech Infrastructure Services/Maint	FG, HS & RD	3b	>>>>>>	\$15,000.00	\$15,000.00
55	SB	Informed K12 (Annual Renewal)	Business Software	District (All)	3b	>>>>>>	\$8,761	\$8,761
56	SIN	Marco Learning: K-8 Online Grading and Feedback Platform	Instructional Software	PGMS	1f	>>>>>>	\$6,480	\$6,480.00
							TOTAL	\$331,625.69

Line Item	Category	Item	Tech Type	Site(s)	Tech Plan Connection	Quantity	Cost Per Unit	Est. Cost Incl. Tax; S/H
		Site/District Infrastructure (SDI)	\$40,249					
		Software - Business (SB)	\$29,110					
		Software - Other (SO)	\$32,668					
		Hardware - Student (HST)	\$24,750					
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		Software - Instructional (SIN)	\$30,974					
		Hardware - Staff (HSF)	\$12,223					
		Software Support (SS)	\$29,407					
		STEAM/STEM/Innovation (INN)	\$5,270					
		Hardware - Teacher (HT)	\$92,498					
		Total	\$331,625					

- | | |
|---|---|
| <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 checked="" 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: Board Calendar/Future Meetings

DATE: June 1, 2023

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 2023

Thursday Jan. 5	Regular Board Meeting ✓ Superintendent Goals- midyear check-in ✓ Preliminary Enrollment Projection for 2023-24 ✓ Property Tax Update	District Office/Virtual
Thursday Jan. 19	Regular Board Meeting ✓ CSBA Policy Update ✓ School Accountability Report Cards ✓ School Resource Officer Contract	District Office/Virtual
Thursday Feb. 2	Regular Board Meeting ✓ Black History Month Resolution ✓ Report on Governor's Budget Proposal ✓ Budget Development Calendar ✓ Possible Personnel Action Presented as Information (RIF) ✓ Preliminary Review of Site Master Schedules ✓ 2022-23 Audit Report ✓ Quarterly Facilities Project Updates*	District Office/Virtual
Thursday Mar. 2	Regular Board Meeting ✓ Women's History Month Resolution ✓ Second Interim	District Office/Virtual
Thursday Mar. 16	Regular Board Meeting ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report ✓ Board considers legislative action at local and state levels	District Office/Virtual
Thursday Apr. 6	Regular Board Meeting ✓ Review of Strategic Plan and LCAP (as needed) ✓ Approve 2023-24 Aug.- Dec. Board Meeting Calendar ✓ Quarterly District Safety Update	District Office/Virtual
Thursday April 20	Regular Board Meeting ✓ Review of Strategic Plan and LCAP (as needed) ✓ Begin Superintendent Evaluation ✓ CSBA Policy Update	District Office/Virtual
Friday April 28 3:00-6:00p.m.	SPECIAL Board Meeting ✓ Governance Training with DWK	District Office/Virtual
Thursday May 4	Regular Board Meeting ✓ Continue Superintendent Evaluation ✓ Board Goals for 2023-24 ✓ Review of Site Master Schedules ✓ California Day of the Teacher ✓ Week of the CSEA Employee	District Office/Virtual
Thursday May 18	Regular Board Meeting ✓ Complete Superintendent's Evaluation ✓ Superintendent Goals ✓ Review Governor's Revised Budget ✓ Suspensions/Expulsions Annual Report ✓ Retiree Recognition ✓ 2023-24 Budget Public Hearing ✓ LCAP Public Hearing	District Office/Virtual

Thursday June 1	<p>Regular Board Meeting District Office/Virtual</p> <ul style="list-style-type: none"> ✓ Williams/Valenzuela Uniform Complaint Report ✓ 2023-24 Budget Public Adoption ✓ LCAP and Local Indicators Adoption ✓ Approval of Contracts and Purchase Orders for 2023-24
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**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

Board Meeting Calendar August-December 2023

Thursday Aug. 3	Regular Board Meeting	District Office/Virtual
Thursday Aug. 17	Regular Board Meeting <ul style="list-style-type: none"> ✓ Student Enrollment Update ✓ Property Tax Report ✓ Review of Legal Services Costs ✓ Quarterly Facilities Project Updates* ✓ CSBA Policy Update 	District Office/Virtual
Thursday Sept. 7	Regular Board Meeting <ul style="list-style-type: none"> ✓ Quarterly District Safety Update* ✓ Cultural Proficiency/Equity Presentation 	District Office/Virtual
Thursday Sept. 14	Special Board Meeting <ul style="list-style-type: none"> ✓ Board self-evaluation 	District Office/Virtual
Thursday Sept. 21	Regular Board Meeting <ul style="list-style-type: none"> ✓ Williams Uniform Complaint Report ✓ Unaudited Actual Report 	District Office/Virtual
Thursday, Sept. 28	Special Board Meeting- Closed Session <ul style="list-style-type: none"> ✓ Candidate selection- Superintendent 	District Office
Thursday Oct. 5	Regular Board Meeting <ul style="list-style-type: none"> ✓ Superintendent Goals ✓ Week of the School Administrator ✓ CAASPP/ELPAC Review of Data ✓ Board Goals check-in 	District Office/Virtual
Tuesday, Oct. 10	Special Board Meeting- Closed Session <ul style="list-style-type: none"> ✓ Candidate interviews- Superintendent 	TBD
Thursday Oct. 26	Regular Board Meeting <ul style="list-style-type: none"> ✓ Quarterly District Safety Update* ✓ Budget Revision #1 on 2023-24 working budget (preliminary First Interim) ✓ CSBA Policy Update 	District Office/Virtual
Thursday Nov. 2	Regular Board Meeting <ul style="list-style-type: none"> ✓ PGHS Course Bulletin Information/Discussion 	District Office/Virtual
Thursday Nov. 16	Regular Board Meeting <ul style="list-style-type: none"> ✓ Intent Form Due (to serve as Board President or Vice President) ✓ Review of Special Education Contracts ✓ Quarterly Facilities Project Updates* 	District Office/Virtual
Thursday Dec. 7	Regular Board Meeting	District Office/Virtual
Thursday Dec. 14	Organizational Meeting <ul style="list-style-type: none"> ✓ Election of 2022-23 Board President and Clerk ✓ First Interim Report ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition 	District Office/Virtual

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

- | | |
|---|--|
| <input type="checkbox"/> Student Learning and Achievement | <input 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 checked="" type="checkbox"/> Information/Discussion |
| <input checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Review of Legal Fees for July 2022 – April 2023

DATE: June 1, 2023

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review legal fees expended from July 1, 2022 through April 30, 2023.

BACKGROUND:

Pacific Grove USD has been utilizing legal services from the law firm of Lozano Smith for many years.

INFORMATION:

The Board has requested a review of legal costs and fees expended for the school year. The spreadsheet has a breakdown of these general categories:

- General Student fees & costs
- General Labor & Employment fees
- Mandated cost
- Special Education Fees & Costs
- General Board governance fees & costs
- General Facilities and Business fees & costs
- Employee Matter costs

Details of names and descriptions are redacted to provide confidentiality and privacy.

FISCAL IMPACT:

As of April 30, 2023, the District has paid \$244,323.07 in legal costs and fees to the law firm of Lozano Smith.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
2022-2023 Lozano Smith Legal Fees
For Period: 7/1/2022 to 4/30/2023

Description of Expense	2022-23												2021-22		VAR
	July	August	September	October	November	December	January	February	March	April	May	June	YTD	PYTD	
General Student Fees	26.12	1,524.75	-	66.50	410.40	33.25	-	-	1,330.00	555.28	-	-	3,946.30	21,046.30	(17,100)
General Student Costs	1,524.75	49.59	-	-	1.75	-	-	-	-	-	-	-	1,576.09	25.25	1,551
General Labor & Employment Fees	3,253.72	4,812.69	5,109.55	4,804.14	1,964.13	565.25	4,919.09	399.00	1,795.50	1,729.00	-	-	29,352.07	44,369.27	(15,017)
General Labor & Employment Costs	11.34	-	3.32	92.13	5.75	-	4.00	3.50	31.33	0.50	-	-	151.87	275.50	(124)
General Legal Matters Fees	-	66.50	-	-	-	-	-	-	1,396.50	4,555.25	-	-	6,018.25	1,793.12	4,225
General Legal Matters Costs	-	45.00	-	-	-	-	-	-	-	48.26	-	-	93.26	-	93
Mandated Cost: Labor Issues Fees	-	-	33.25	1,928.50	798.00	-	99.75	4,754.75	3,857.00	3,158.75	-	-	14,630.00	34,375.27	(19,745)
Mandated Cost: Labor Issues Costs	-	-	12.88	-	13.25	-	-	29.04	-	13.76	-	-	68.93	2.00	67
Mandated Cost: Brown Act Agenda Prep Fees	-	199.50	-	-	-	-	-	66.50	99.75	798.00	-	-	1,163.75	456.00	708
Mandated Cost: Brown Act Agenda Prep Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandated Cost: Public Records Act Fees	-	9,518.50	2,535.53	5,333.26	199.50	-	-	-	798.00	7,593.81	-	-	25,978.60	2,458.12	23,520
Mandated Cost: Public Records Act Costs	-	186.87	0.75	69.25	-	-	-	-	-	20.25	-	-	277.12	-	277
Special Education Matters Fees	1,358.52	6,398.25	4,035.13	247.00	216.12	-	2,420.10	498.76	1,311.92	679.26	-	-	17,165.06	12,455.43	4,710
Special Education Matters Costs	2.00	33.00	2.75	-	-	-	3.25	5.75	46.25	3.75	-	-	96.75	147.50	(51)
Student Residency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Residency Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Discipline Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	627.00	(627)
Student Discipline Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	3.50	(4)
Student 1 - Special Education Fees	-	5,840.14	3,797.66	1,702.92	1,420.25	1,322.89	1,420.28	92.64	463.15	1,790.76	-	-	17,850.69	5,248.75	12,602
Student 1 - Special Education Costs	-	5.50	34.00	852.50	137.50	34.50	13.25	1.75	3.75	10.50	-	-	1,093.25	75.25	1,018
Student 2 - Special Education Fees	1,116.26	923.90	1,733.76	247.01	648.39	555.75	-	-	-	-	-	-	5,225.07	13,927.49	(8,702)
Student 2 - Special Education Costs	923.90	10.00	20.00	2.00	5.00	10.25	-	-	-	-	-	-	971.15	60.25	911
Student 2 - Special Education Fees	-	-	-	-	-	-	-	-	277.88	7,704.95	-	-	7,982.83	-	7,983
Student 2 - Special Education Costs	-	-	-	-	-	-	-	-	-	31.00	-	-	31.00	-	31
General Board Governance Fees	1,331.90	2,616.30	760.00	55.57	531.99	199.50	693.51	2,054.38	731.50	698.25	-	-	9,672.90	64,048.56	(54,376)
General Board Governance Costs	5.50	-	13.00	-	1.14	-	5.75	6.00	-	22.25	-	-	53.64	906.99	(853)
General Facilities and Business Fees	-	-	-	-	-	-	2,937.87	-	1,327.62	-	-	-	4,265.49	7,452.77	(3,187)
General Facilities and Business Costs	-	-	-	-	-	-	14.95	-	6.00	-	-	-	20.95	21.50	(1)
General Litigation Fees	-	-	-	61.75	-	197.60	232.76	308.76	33.25	30.88	-	-	865.00	29.45	836
General Litigation Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Technology Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Technology Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lozano Smith Workshops	-	195.00	5,355.00	1,190.00	-	-	-	-	-	-	-	-	6,740.00	900.00	5,840
Employee Matter #1 Fees	-	-	-	1,562.75	1,695.75	1,064.00	2,272.88	1,978.36	401.37	432.26	-	-	9,407.37	6,701.75	2,706
Employee Matter #1 Costs	-	-	-	-	-	12,616.00	-	14,217.00	9,285.50	7,126.50	-	-	43,245.00	52.75	43,192
Employee Matter #2 Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	6,441.00	(6,441)
Employee Matter #2 Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	16,469.50	(16,470)
Employee Matter #3 Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	30,737.25	(30,737)
Employee Matter #3 Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	1,456.05	(1,456)
Employee Matter #4 Fees	-	-	433.20	2,439.14	66.50	-	-	-	-	-	-	-	2,938.84	-	2,939
Employee Matter #4 Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Matter #4 v. PGUSD Fees	-	-	-	-	4,602.74	8,235.07	1,064.94	13,428.70	591.39	-	-	-	27,922.84	-	27,923
Employee Matter #4 v. PGUSD Costs	-	-	-	-	-	410.74	-	1,508.71	945.32	-	-	-	2,864.77	-	2,865
SPLIT-CSEA Juneteenth Claims Fees	-	-	-	-	-	14.25	118.60	22.18	1.68	8.36	-	-	165.07	-	165
SPLIT-CSEA Juneteenth Claims Costs	-	-	-	-	-	-	1.04	0.78	0.24	0.49	-	-	2.55	-	3
General Public Finance Fees	-	-	190.95	1,881.94	-	222.77	-	-	-	190.95	-	-	2,486.61	114.00	2,373
Total Fees+workshop, empl matter, gen pub finance	7,086.52	32,095.53	23,984.03	21,520.48	12,553.77	12,410.33	16,179.78	23,604.03	14,416.51	29,925.76	-	-	193,776.74	253,181.53	(59,404.79)
Total Costs	2,467.49	329.96	86.70	1,015.88	164.39	13,071.49	42.24	15,772.53	10,318.39	7,277.26	-	-	50,546.33	19,496.04	31,050.29
Grand Total	\$ 9,554.01	\$ 32,425.49	\$ 24,070.73	\$ 22,536.36	\$ 12,718.16	\$ 25,481.82	\$ 16,222.02	\$ 39,376.56	\$ 24,734.90	\$ 37,203.02	\$ -	\$ -	\$ 244,323.07	\$ 272,677.57	\$ (28,355)

Fees = attorney fees
 Costs = mileage, copying, etc

- 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: June 1, 2023

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 June 1, 2023 Regular Board Meeting:

- Added April 26, 2023: Sub Committee with the City of Pacific Grove (September 2023)
- Added April 26, 2023: Board Site Visits/Measure D Walk Abouts (Fall 2023)
- Added April 26, 2023: The WAVE Program/Fee Schedule (September 2023)