

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: THURSDAY, JANUARY 25, 2024**

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:** January 25, 2024

**TIME:** 5:30 PM Closed Session  
6:30 PM Open Session

**LOCATION: IN PERSON**  
Pacific Grove Unified School District Office (5:30-9:00 PM)  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

Trustees:

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

Administration:

*Superintendent Dr. Linda Adamson  
Assistant Superintendent Joshua Jorn*

Student Representative(s):

*Dario DiMaggio  
Dayci Dishny*

**VIRTUAL ZOOM MEETING**

Join Zoom Meeting

<https://pgusd.zoom.us/j/86268739875?pwd=MFhwampUbG9mbVZQTW92WmZaUWpjdz09>

Meeting ID: 862 6873 9875

Passcode: 564862

One tap mobile +16699006833,,86268739875#,,,,\*564862# US (San Jose)

+16694449171,,86268739875#,,,,\*564862# US

Find your local number: <https://pgusd.zoom.us/j/86268739875?pwd=MFhwampUbG9mbVZQTW92WmZaUWpjdz09>

**ONLINE ACCESS FROM 6:00 TO 7:00 PM ONLY FOR PUBLIC COMMENT**

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 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

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: THURSDAY, JANUARY 25, 2024**

D. Adoption of Agenda

- Board Discussion:
- Public Comment:
- Board Discussion:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**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 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman and Dr. Linda Adamson for the purpose of giving direction and updates.
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Claudia Arellano and Dr. Linda Adamson for the purpose of giving direction and updates.
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]
4. Superintendent Goals Review

B. Public comment on Closed Session Topics

C. Adjourn to Open 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 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman and Joshua Jorn for the purpose of giving direction and updates.
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Claudia Arellano and Joshua Jorn for the purpose of giving direction and updates.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: THURSDAY, JANUARY 25, 2024**

3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957 subdivision(b)]

4. Superintendent Goals Review

B. Pledge of Allegiance

**IV. COMMUNICATIONS**

A. Written Communication

B. Board Member Comments

C. Superintendent Report

D. Safety 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 until 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. 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 January 11, 2024 Board Meeting 6  
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the minutes as presented.

B. Warrant Schedule 663 17  
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and accept the Warrant schedule 663.

C. Steve Vaden, Welder Consultant 19  
Recommendation: (Lito Garcia, Principal Community High School) The District Administration recommends the Board review and approve Steve Vaden as a welder consultant.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: THURSDAY, JANUARY 25, 2024**

- D. MEarth 25  
 Recommendation: (Lito Garcia, Principal Community High School) The District Administration recommends the Board review and approve PGCHS garden collaboration with MEarth.

- Board Discussion:
- Public Comment:
- Board Discussion:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**VII. ACTION/DISCUSSION**

- A. School Accountability Report Card 31  
 Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects) District Administration recommends the Board review and approve the School Accountability Report Card.

- Board Discussion:
- Public Comment:
- Board Discussion:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- B. MCSBA 2024 Excellence in Education Award 121  
 Recommendation: (Dr. Linda Adamson, Superintendent) District Administration recommends the Board review and nominate their top three organizations for the MCSBA 2024 Excellence in Education Award.

- Board Discussion:
- Public Comment:
- Board Discussion:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- C. Proclamation Declaring January 2024 as Board Recognition Month 131  
 Recommendation: (Dr. Linda Adamson, Superintendent) District Administration recommends the Board approve the proclamation recognizing January 2024 as School board Recognition Month.

- Board Discussion:
- Public Comment:
- Board Discussion:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- D. Board Calendar/Future Meetings 134  
 Recommendation: (Dr. Linda Adamson, 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.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING: THURSDAY, JANUARY 25, 2024**

- Board Discussion:
- Public Comment:
- Board Discussion:
- Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**VIII. INFORMATION/DISCUSSION**

- A. 2022-23 SSC Organizational Review of PGUSD Human Resources – Updates 139  
Recommendation: (Claudia Arellano, Human Resources Director II) The District Administration recommends that the Board review updates to the attached Organizational Review of Human Resources as originally presented by School Services of California, Inc. (SSC).

- Board Comment:
- Public Comment:
- Direction: \_\_\_\_\_

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

- Board Comment:
- Public Comment:
- Direction: \_\_\_\_\_

- C. Board Cultural Proficiency Training  
Recommendation: (Dr. Linda Adamson, Superintendent) The Administration recommends that the Board begin Cultural Proficiency Training led by National Coalition Building Institute (NCBI) and Black Leaders and Allies Collaborative (BLAAC).

- Board Comment:
- Public Comment:
- Direction: \_\_\_\_\_

**IX. ADJOURNMENT**

Next regular Board Meeting will be held on Thursday, February 8, 2024

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES: JANUARY 11, 2024**

**I. OPENED BUSINESS**

A. Called to Order – 5:30 PM

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: Trustee Jennifer McNary (JM)  
Trustee Laura Ottmar (LO)  
Clerk Dr. Elliott Hazen (EH)

Trustee(s) Virtual at Alternate Location: President Brian Swanson (BS)

Trustee(s) Absent: Carolyn Swanson (CS)

Administration Present: Superintendent Dr. Linda Adamson (LA)  
Assistant Superintendent Joshua Jorn (JJ)

Board Recorder: Lucero Villegas

Student Representative: Dario DiMaggio

D. Adopted Agenda

- Board Discussion:
  - LA: Identified agenda typos, edits, changes, updates, and pages moved
  - Contract Notice contained dates posted error – Administration proposed to pull item and bring back to February meeting
    - EH: Does this mean delay for contract? LA answered yes, will delay contract since approval form Board is needed in February
    - LO & JM: Prefer to move forward with contract but it needs to be posted for appropriate number of days
- Public Comment: N/A
- Board Discussion: All Trustees in favor of adopting new agenda
- Move: JM Second: LO Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

**II. CLOSED SESSION**

A. Identify Closed Session Topics

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1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman and Dr. Linda Adamson for the purpose of giving direction and updates.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES: JANUARY 11, 2024**

2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Claudia Arellano and Dr. Linda Adamson for the purpose of giving direction and updates.
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]
4. Superintendent Goals Review

B. Public comment on Closed Session Topics: N/A

C. Adjourn to Open Session

### **III. RECONVENED IN OPEN SESSION**

A. Report action taken in Closed Session:

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman and Joshua Jorn for the purpose of giving direction and updates.
  - BS: Information was given
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Claudia Arellano and Joshua Jorn for the purpose of giving direction and updates
  - BS: Information was given
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]
  - BS: Information was given
4. Superintendent Goals Review

B. Pledge of Allegiance

### **IV. COMMUNICATIONS**

A. Written Communication

- Received by BS: Holiday cards, PGMS restroom letter, TK classes for Fall 2024 letter, Updated Brown Act handbook from Lozano Smith, Council on American-Islamic Relations letter & Mayor Bill Peak letter

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
**REGULAR MEETING MINUTES: JANUARY 11, 2024**

- Received by JM: E-mails in regard to CHS member role, E-mail invitation for a dedication to Harvey Kuffner (former MCOE Trustee), E-mail from company EDMO for raffle prize & potential field trip for Board, Year-end request for support & Happy New Year E-mail(s)
- LO & EH: N/A

B. Board Member Comments

- EH: Discussed PGMS girls' basketball game attendance
- LO: Welcomed everyone back from break
- JM: Welcome back & questioned if heaters are working in building(s)
- BS: Discussed meeting with Mayor Peak about City Council and Mayor's office working more closely together

C. Superintendent Report

- LA:
  - Listen and Learn Tours (75 currently completed – goal is 100 in first 90 days)
  - Met Mayor Peak on Joint Subcommittee
  - Met coaching staff and music teachers – looks forward to continue to meet more individuals in the community
  - Update on TK Registration – Concerns on availability and parents' process (class sizes, Title 22 compliance, pre-registration process in May, staffing and facilities)
    - 3 TK Classes currently Title 22 compliant
  - Families are to reach out to school sites if they have questions and/or accommodations plus landing page and website are available
  - Site Visits – Continues to be a guest in different sites, thanked Principals for resources to community members
  - Holidays/Break – Thank you to music teachers Ms. Priest and Mr. Masar for school Holiday events
  - Received updated from Athletics Director Chris Morgan
  - Kudos (Sports News):
    - New girls' basketball team led by Coach Pickrum [sic]
    - Boys' basketball team led by Coach Powers
    - Boys' soccer team led by Coach Nordstrom
    - Girls' soccer team lead by Coach Geraldo
    - Wrestling team & several wrestlers placed in final standings

D. Safety Report

- JJ:
  - PGHS – Walked perimeter with Dr. Adamson and Director Anderson for potential opportunity to secure back side of campus and upper parking lot – improvements will cost District around \$25,000 and will be brought back to Board for further consideration
  - PGMS – All exterior doors remain locked during school hours plus front main door now has electrified hardware with cameras



**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES: JANUARY 11, 2024**

- PGUSD – Reviewing estimate for fencing for area between main building and gymnasium
- FG & RHD – Updated gates and all exterior gates installed and will be completed in February break
- State Preschool & Community HS – Installed barrier fencing in front of State Preschool/SPED Preschool to eliminate eloping issues
- Districtwide – Director Anderson working on accessibility, updating building lettering, plus revamp of emergency evacuation maps
- Kimball and Associates – Final executive summary will be presented by JJ and Principal Martinez in February meeting or beyond
- Communication Reminders – Catapult is used to communicate with community and 8x8 System is used to communicate internally
- District Professional Development – PGUSD and Monterey Peninsula Unified collaborating on annual campus safety training (item will be brought back in February)
- School Site Safety Drills – Reminder that school sites are doing 10 drills per year with 5/10 having an after-action report by Kimball and Associates
- Sandy Hook Promise Anonymous Reporting Tool – Approved by Board in December and planned to roll out in Spring of 2024
  - Key Dates:
    - 1/30 Kickoff meeting with District team and site leads in Sandy Hook Promise
    - 2/19 Form site level District teams
    - 3/1 Administer user training with students
- 5-Way Intersection – Project (Measure X) is moving forward & city is hosting community meeting(s) at PG Library

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

- A. PGUSD Staff Comments (Non-Agenda Items)
- Director Jon Anderson: Answered JM’s question regarding heaters
    - Acknowledged anonymous letter regarding PGMS bathroom plus stated partitions will be added and/or replaced
- B. Community Members (Non-Agenda Items): N/A

**VI. CONSENT AGENDA**

- A. Minutes of December 7, 2023 Board Meeting  
Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the minutes as presented.
- B. Minutes of December 12, 2023 Board Meeting
- C. Minutes of December 14, 2023 Board Meeting

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES: JANUARY 11, 2024**

- D. Cash Receipts #11  
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Cash Receipts #11.
- E. Acceptance of Donations  
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and accept the donations.
- F. Revolving Cash #4  
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Revolving Cash #4.
- G. Out of County or Overnight Activities  
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Out of County or Overnight requests.
- H. Review of Legal Fees for July 2023-October 2023  
Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Legal Fee.
- I. Personnel Report  
Recommendation: (Claudia Arellano, Direct II of Human Resources) The District Administration recommends that the Board Review and approve the Personnel Report.
- J. Contract for Service with the California College Guidance Initiative  
Recommendation: (Larry Haggquist, Pacific Grove High School Assistant Principal) The District Administration recommends that the Board review and approve the Contract for service with the California College Guidance Initiative.
- K. Contract for Services with EL Education  
Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects) The District Administration recommends the Board review and approve the contract for service with EL Education to provide professional development to our English language arts elementary pilot team.
- Board Discussion:
    - BS Agenda Updates:
      - Item H moved to Info/Discussion
      - Item I to remain on Consent with adjusted label
      - Item J moved to Action/Discussion
  - Public Comment: N/A
  - Board Discussion: N/A
  - Move: EH Second: JM Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

**VII. PUBLIC HEARING**

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES: JANUARY 11, 2024**

Public Hearing: Pursuant to Government Code Section 4217.12 the District's Governing Board Will Hold a Public Hearing on the Energy Savings and Cost Savings Associated with the Proposed Energy Services Agreement for HVAC, Lighting and Other Energy Conservation Measures to be installed at various District sites.

\*Item pulled and moved to February 8 Board Meeting\*

Open Public Hearing: N/A Close Public Hearing: N/A

A. Approval of Resolution No. 1118: Resolution Making Findings on Energy Savings; Authorizing and Approving Agreement for Energy Savings Project; Authorizing Execution and Delivery of Other Documents and Other Actions Required in Connection Therewith; Determination and Authorization to File a Notice of Exemption from California Environmental Quality Act (CEAQ) Regarding the Construction and Installation of energy efficient capital improvement projects at various PGUSD sites.

- Board Discussion: N/A
- Public Comment: N/A
- Board Discussion: N/A
- Move: N/A Second: N/A Vote: N/A

### **VIII. ACTION/DISCUSSION**

A. 2024-2025 State Preschool Contract and Board Resolution

Recommendation: (Barbara Martinez, Principal of Pacific Grove Adult School) The District Administration recommends that the Board review and approve the 2024-2025 State Preschool Contract and Board Resolution.

- Board Discussion: N/A
- Public Comment: N/A
- Board Discussion: N/A
- Move: EH Second: LO Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

B. ABM Building Solutions, LLC Construction Agreement

Recommendation: (Josh Jorn, Assistant Superintendent) District Administration recommends the Board review and approve the ABM Building Solutions, LLC Construction Agreement as included in your packet.

- Board Discussion: Action item pulled for future date.
  - Note: *This item plus supplemental documents can be found under Section 9 (INFORMATION/DISCUSSION) – Page(s) 80 thru 159 – of the previous January 11<sup>th</sup>, 2024 Board Meeting Packet.*
- Public Comment: N/A
- Board Discussion: N/A

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
**REGULAR MEETING MINUTES: JANUARY 11, 2024**

- Move: N/A Second: N/A Vote: N/A

C. Calendars for 2024-2025 and 2025-2026 school years

Recommendation: (Claudia Arellano, Director II of Human Resources) District Administration recommends the Board review and approve the Calendars for the 2024-2025 and 2025-2026 School Years.

- Board Discussion:
  - Claudia Arellano – Presented 2 calendars that Calendar Committee developed & staff voted for option 2 (106/200 votes)
  - EH: Calendar(s) aligned with neighboring districts & asked parade(s) question
    - Curriculum Director Buck Roggeman answered EH that when looking at October, if school break is taken after Butterfly parade, many families leave and many children are not able to partake in events
  - JM: Thank you to Claudia Arellano for transparency and information – Ms. Arellano added that Ms. Lippert, Mr. Roggeman, and committee also helped
- Public Comment:
  - Mike Gibbs: Regarding ABM Contract – JJ answered that item tabled to next meeting due to date errors/discrepancies
- Board Discussion: Note – Student Representative (Darrio DiMaggio) arrived late
- Move: EH Second: JM Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

D. Renewal Contract for Financial Advisory Services with Dale Scott and Company (DS&C) for FY's 2023-24 through 2027-28

Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board approve the attached 5 year contract for Municipal Advisory Services with Dale Scott and Company (DS&C).

- Board Discussion:
  - JJ: Item brought forward in December Board Meeting – Discrepancy on District(s) and fiscal impact contract
  - District has Measure A & Measure D Obligation Bonds used for capital improvements
  - DS &C 5-year contract brought forward with new items – Voter research survey for potential Measure D extension, pre-election services, and the bond issuant services for \$775,000
    - Unrestricted general fund for items A & B would be \$330,000 plus \$75,000 per issuant subsequent bond series
- Public Comment: N/A
- Board Discussion:
  - BS Question: What was previous length of contract with Dale Scott & Co? JJ answered that the contract was 5 years
- Move: BS Second: EH Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

E. Adoption of Resolution No. 1100 Proclaiming February 2024 as Black History Month

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
**REGULAR MEETING MINUTES: JANUARY 11, 2024**

Recommendation: (Dr. Linda Adamson, Superintendent) The Administration recommends that the Board of Education adopt Resolution No. 1100 Proclaiming February 2024 as Black History Month.

- Board Discussion: N/A
- Public Comment: N/A
- Board Discussion:
  - Student Representative Dario DiMaggio: This is an important recognition in the United States
- Move: LO Second: EH Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

F. Board Governance Followup and Discussion Regarding Future Topics

Recommendation: (Dr. Linda Adamson, Superintendent) The Administration proposes the Board consider and adopt the Board of Trustees' Top 10 Norms (established 12/12/23 from the PGUSD Governance Handbook) and agree on topics and dates for future Governance sessions to include: (1) adoption of District goals and (2) a review of the Governance Handbook and Readoption.

- Board Discussion:
  - LA: Dates have been identified for future Governance Board Training - Board Members will follow-up with LA to confirm date(s)
  - EH: Advised community to communicate with Board Members if any “Norms” are missing or Board should shift focus to other “Norms”
  - BS: Reiterated Top 10 Norms and the idea of laminating and posting
  - EH: Are the Top 10 Norms in a particular order? LA answered “no” and “Norms” will be bulleted instead of numbered
- Public Comment: N/A
- Board Discussion: N/A
- Move: JM Second: LO Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

G. Board Calendar/Future Meetings

Recommendation: (Dr. Linda Adamson, 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 Discussion:
  - LA: Copy of future meetings and topic(s) listed for each date provided to Board Members – Highlighted moved topics for various date(s)
  - JM: Appreciates LA providing active document to track date(s) and topics – than you
  - LO: Regarding February 8th Board Meeting – Resolution moved to this meeting and highlighted heavy/long meeting
    - EH proposed this to be discussed in Agenda Setting Meeting
- Public Comment: N/A
- Board Discussion:

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES: JANUARY 11, 2024**

- Carry-over Item Consent H (JJ): Snapshot document that shows monthly billing by Lozano Smith from July-October 31<sup>st</sup>
  - Informed Board and public of \$238,993 in annual legal costs and broke down high-level items encompassing costs – projected \$85,000 increase over the last fiscal actuals – Board thanked JJ
- Move: JM Second: EH Vote: Motion CARRIED by vote 4 – 0 (CS Absent)

**IX. INFORMATION/DISCUSSION**

A. Review of Fingerprinting Standards

Recommendation: (Claudia Arellano, Direct II of Human Resources) The District Administration recommends that the Board review and adopt the proposed protocols regarding the District's fingerprinting requirements.

- Board Comment:
  - Claudia Arellano: Presented PowerPoint informational slides regarding fingerprinting requirements/regulations for volunteers, contracting agencies & other agencies
  - BS: Thank you Ms. Arellano for information and explanation(s) provided
  - JM: How is this communicated to sites? Ms. Arellano answered administrators are provided updated information and forms via meetings
  - LO & EH: Slide 3 Exception – Expressed concern for safety of students – Ms. Arellano highlighted difference between supervised visitors and volunteers per Education Code
  - LA: Language can be revisited in the future without changing Education Code wording
  - LA & Ms. Arellano: Expressed appreciation to feedback regarding the process – further conversation will be had in future
  - Student Rep.: Are we allowing an opportunity for sex offenders to have access to students? Ms. Arellano stated that individuals are not only asked if they are registered sex offenders, but background check is also run
  - BS: Are there people waiting on the passing of the volunteer process? Is there a way to move forward to move forward with this with tweaks in future? Ms. Arellano answered that all people are treated as a volunteer at this moment – they are all being fingerprinted
- Public Comment:
  - Principal Sean Keller: Asked Board to please consider being reasonable – two opportunities lost at RHD this year due to Fingerprinting Protocols
  - PG female parent & long-time volunteer: Agrees with LO and all individuals should continue being fingerprinted
  - Mr. Mountain (PGMS Teacher): AVID class has guest speakers with career and education opportunities but with current Fingerprinting Protocols in place, this is non-existent
    - JM: Can staff follow-up with Mr. Mountain? Board Members agreed
- Direction: No motion at this time

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
**REGULAR MEETING MINUTES: JANUARY 11, 2024**

B. Property Tax Update FY 2023-24 Actuals

Recommendation: (Josh Jorn, Assistant Superintendent) The District Administration recommends that the Board review the attached information related to District Property Tax receipts and projections.

- Board Comment:
  - JJ: PGUSD is basic aid District – adherent solely to property tax revenue
  - December left blank due to property tax receipts not available when packet prepared – still waiting on missing information
  - Budgeted for property tax revenue to come in at 6.48% higher than last year’s actuals – Around on-track for 23-24 projections in the adopted budget (Last year was off by 2% due to commercial property taxes being withheld during COVID times)
  - EH: Sounds like we’ve had really good news about property taxes multiple years, how long can this continue?
    - JJ answered that property tax revenue receipts are based on assessed valuation – trend of more homes in area being sold and increasing property taxes (average is about 3% but have recently seen 5-6-7% increase)
    - Hopefully increase of expenditures will keep us with the increase in revenue
  - BS: Shared concern for increasing assessed value which makes it harder for families to enter District and enrollment falling
- Public Comment: N/A
- Direction: More information to come

C. Review of District Enrollment Projections for 2024-25

Recommendation: (Josh Jorn, Assistant Superintendent) The Administration recommends that the Board review the attached Enrollment Projections for 2024-2025.

- Board Comment:
  - JJ: Brought forth midyear projections for 24-25 and broke them down by site – the attached document shows how projections are determined (went over enrollment data for all sites)
    - Changes in enrollment due not don’t affect average daily attendance funding from state of California and federal government, but does affect restricted programs – BS: Thank you to JJ
  - Student Rep.: Are we expecting double the amount of TK students? JJ answered that the numbers are with anticipation of 3 complete classes – only 2 classes were available last year
  - EH & LO: N/A
  - JM: Are we still concerned of declining enrollment? The projection(s) show an increase of enrollment. JJ answered that numbers show an increase of enrollment based on over-projections of the TK and Kinder students – but grades 1-12 are still declining. These numbers should level out or maybe increase general student population numbers.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES: JANUARY 11, 2024**

- Public Comment: N/A
- Direction: N/A

D. Future Agenda Items

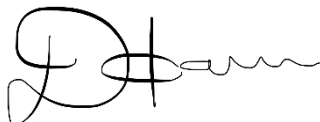
Recommendation: (Linda Adamson, Superintendent) The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

- Added September 7, 2023: Board Cultural Proficiency Training
- Added September 21, 2023: Gender Support Plan Policy Update (March 2024)
- Added September 25, 2023: Cultural Proficiency 2023-2024 Implementation Plan (February 2024)
- Board Comment:
  - BS: Please bring Fingerprinting Protocols back as soon as possible with Claudia Arellano
  - No further comments/questions from Board Member Trustees
- Public Comment: N/A
- Direction: N/A

X. **ADJOURNED** – 9:05 PM

Next regular Board Meeting will be held on Thursday, January 25, 2024

Approved and submitted:




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Superintendent Dr. Linda Adamson  
Secretary to the Board



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

**SUBJECT:** Warrant Schedule 663

**DATE:** January 25, 2024

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

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Warrant schedule 663.

The attached listing of warrants identifies payments made by the District during the noted time period from December 01, 2023 through December 31, 2023.

**INFORMATION:**

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

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

## PACIFIC GROVE UNIFIED SCHOOL DISTRICT

663

December 2023

WARRANTS - PAYROLL

Certificated	Manual	12/05/23	\$	-
	Supp	12/08/23	\$	158,188.83
	Manual	12/15/23	\$	-
	Regular	12/21/23	\$	1,870,108.56
<u>Total Certificated</u>				<u>\$ 2,028,297.39</u>
Classified	Manual	12/05/23	\$	-
	Supp	12/08/23	\$	52,285.27
	Manual	12/15/23	\$	-
	ETC	-		
	Regular	12/21/23	\$	811,828.18
<u>Total Classified</u>				<u>\$ 864,113.45</u>
Other	Manual	12/05/23	\$	-
	Supp	12/08/23	\$	14,689.48
	Manual	12/15/23	\$	-
	Regular	12/21/23	\$	5,119.00
<u>Total Other</u>				<u>\$ 19,808.48</u>
<b><u>TOTAL PAYROLL</u></b>				<b><u>\$ 2,912,219.32</u></b>

WARRANTS - ACCOUNTS PAYABLE

Checks	V-Card Payment			
12805211-12805304	04600000599-04600000603	12/07/23	\$	422,562.11
12806608-12806630	-	12/14/23	\$	138,488.02
			\$	-
			\$	-
			\$	-
<b><u>TOTAL ACCOUNTS PAYABLE</u></b>				<b><u>\$ 561,050.13</u></b>

- 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:** Steve Vaden

**DATE:** January 12th, 2024

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

**RECOMMENDATION:**

The District Administration recommends the Board review and approve Steve Vaden as a welder consultant.

**BACKGROUND:**

This is a new (enrichment) service PGCHS would like to offer to the students. PGCHS would like to expand the elective offerings available to students by incorporating welding.

**INFORMATION:**

Steve Vaden is a welding workshop teacher at Monterey Bay Charter School. Steve Vaden will provide welding instruction to students one hour per week at \$75/hour for 8 weeks. PGCHS students will attend the workshops on the MBCS campus.

**FISCAL IMPACT:**

The \$600 contract will be paid out of the placeholder account. .

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT Steve Vaden**

**SITE/DEPARTMENT** Pacific Grove Community High School

**SUBMITTED BY Lito M. Garcia**

**FUNDING SOURCE Placeholder Account : 01-0000-0-3200-1000-5800-00-007-1105-0009**

**AGREEMENT TOTAL AMOUNT \$600.00**

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 Steve Vaden ("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 welder. Consultant shall use their specialized experience and skills to organize, maintain and serve in this capacity. Services shall include but not be limited to: introduce and teach welding skills.
2. **Term.** Consultant shall commence providing services under this Agreement on 2/1/24, and will diligently perform as required and complete performance by 5/31/24.
3. **Compensation.** District agrees to pay \$75/hr. to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$75/hr. 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 the 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**

Pacific Grove Unified School District

**Consultant**

Name: Steve Vaden

435 Hillcrest Avenue  
 Pacific Grove, CA 93950  
 ATTENTION: Joshua Jorn  
 Assistant Superintendent/CBO

Address:  
 City/State/Zip:  
 Business Phone: 831-917-7016  
 Email (Optional): [vadenforge@gmail.com](mailto:vadenforge@gmail.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
  - Fingerprinting/Criminal Background Check-Consultant himself/herself
  - Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
  - N/A (no direct contact with students)
23. **W-9.** Consultant has provided a completed:
  - W-9 Form
24. **Type of Business Entity:**

[Company]

Form Effective 10/5/2022

- 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: [Manager]

Name: \_\_\_\_\_

Title: [Title]

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: MEarth**

**DATE:** January 12th, 2024

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

**RECOMMENDATION:**

The District Administration recommends the Board review and approve PGCHS garden collaboration with MEarth.

**BACKGROUND:**

This is a new service PGCHS would like to offer to our students. This service is being sought because of the current condition of our garden. The storms that occurred in the 2022-2023 school year caused significant damage to the garden rendering it unusable. Our district facilities department has been a tremendous help in repairing the garden and we are now looking to bring it back new and improved.

**INFORMATION:**

MEarth is a local (Carmel, Ca.) non-profit organization. “MEarth educates and inspires the next generation of environmental stewards. We believe our vision and purpose hold value for everyone in our community and we are committed to providing access to those who otherwise would not benefit from these shared experiences. Teaching about the interconnected nature of our biology and natural surroundings, and understanding where food comes from are at the heart of what we do. These ideals are our backbone, but we must be certain they are in the foreground of everything we do.”

MEarth will send their Property Manager, Stewart Gardener, to work with the students in the garden - one visit per week at \$310 per visit for 12 weeks. Mr. Gardener, will work with staff and students to create a sustainable garden. The PGCHS garden is an extension of instructional program, incorporating science, math and the humanities.

**FISCAL IMPACT:**

The \$3720 contract will be paid out of the placeholder account.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONSULTANT AGREEMENT**

**CONSULTANT M**Earth

**SITE/DEPARTMENT** Pacific Grove Community High School

**SUBMITTED BY** Lito M. García

**FUNDING SOURCE Placeholder Account : 01-0000-0-3200-1000-5800-00-007-1105-0009**

**AGREEMENT TOTAL AMOUNT** \$3720.00

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 MEarth ("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 garden consultant. Consultant shall use their specialized experience and skills to organize, maintain and serve in this capacity. Services shall include but not be limited to: educate
2. **Term.** Consultant shall commence providing services under this Agreement on 2/1/24, and will diligently perform as required and complete performance by 5/31/24.
3. **Compensation.** District agrees to pay \$310/hr to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$310/hr during the term of this Agreement. District shall pay Consultant according to the following terms and conditions: teach gardening skills and educate the students about the interconnected nature of our biology and natural surroundings.

- 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 the 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**

Pacific Grove Unified School District  
 435 Hillcrest Avenue  
 Pacific Grove, CA 93950  
 ATTENTION: Joshua Jorn  
 Assistant Superintendent/CBO

**Consultant**

Name: MEarth  
 Address: 4380 Carmel Valley Road  
 City/State/Zip: Carmel, CA 93923  
 Business Phone: 831.624.1032  
 Email (Optional): info@mearthcarmel.org

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
  - Fingerprinting/Criminal Background Check-Consultant himself/herself
  - Fingerprinting done by the organization independently (declare under perjury)- Consultant's Employee(s)
  - N/A (no direct contact 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: [Manager]

Name: \_\_\_\_\_

Title: [Title]

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:** School Accountability Report Cards

**DATE:** January 11, 2024

**PERSON(S) RESPONSIBLE:** Buck Roggeman, Director of Curriculum and Special Projects

**RECOMMENDATION:**

The District Administration recommends the Board review and approve 2022-2023 School Accountability Report Cards (SARC). The SARC reports reflect the previous school year's data.

**BACKGROUND:**

California law requires that each school site prepare and make publicly available a School Accountability Report Card (or SARC). The law states that the SARC "Shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children."

**INFORMATION:**

The information contained in these reports enable the public to gain an accurate and realistic depiction of PGUSD schools. The School Accountability Report Card for each school site is available by February 1 and is available on the California Department of Education website, as well as the PGUSD website.

**FISCAL IMPACT:**

None.

# Forest Grove Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Forest Grove Elementary School
<b>Street</b>	1065 Congress Avenue
<b>City, State, Zip</b>	Pacific Grove, CA 93950-4838
<b>Phone Number</b>	831.646.6560
<b>Principal</b>	Abbie Arbrun
<b>Email Address</b>	aarbrun@pgusd.org
<b>School Website</b>	forestgrove.pgusd.org
<b>County-District-School (CDS) Code</b>	27661346026470

## 2023-24 District Contact Information

<b>District Name</b>	Pacific Grove Unified School District
<b>Phone Number</b>	831.646.6553
<b>Superintendent</b>	Dr. Linda Adamson
<b>Email Address</b>	ladamson@pgusd.org
<b>District Website</b>	www.pgusd.org

## 2023-24 School Description and Mission Statement

Forest Grove School provides quality education for each of its students. Our school is fortunate to serve students from different backgrounds, abilities and interests. We offer challenging programs in a positive educational environment that develops individual students reach their greatest potential. Our school environment fosters mutual respect, communication and compassion within the entire school community.

Forest Grove's mission statement defines our belief that every child is entitled to an optimum learning and educational experience. Embedded in the mission is the fact that children have different educational needs and challenges at each grade level.

Early primary grade (TK-2) focus on beginning reading, language arts and mathematical concepts and skills. Third grade is a transitional year between skill development and concept application. In language arts, the transition is from learning to read to reading to learn. There is an emphasis on encouraging independent personal responsibility. The intermediate/upper grades (3-5) emphasize core curriculum while focusing on preparing students for the transition to middle school. Forest Grove is committed to maximizing each child's learning experience.

**2022-23 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	67
Grade 1	64
Grade 2	59
Grade 3	70
Grade 4	60
Grade 5	67
<b>Total Enrollment</b>	<b>387</b>

**2022-23 Student Enrollment by Student Group**

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	0.5%
Asian	8%
Black or African American	1.3%
Filipino	1.8%
Hispanic or Latino	25.8%
Native Hawaiian or Pacific Islander	1%
Two or More Races	7.2%
White	50.9%
English Learners	8.3%
Foster Youth	0.5%
Homeless	0.8%
Socioeconomically Disadvantaged	20.2%
Students with Disabilities	14%

**A. Conditions of Learning State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.80	90.83	91.50	84.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.30	4.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.40	1.36	12115.80	4.41
<b>Unknown</b>	2.00	9.17	10.20	9.43	18854.30	6.86
<b>Total Teaching Positions</b>	21.80	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.30	90.22	96.40	87.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	0.89	4.00	3.69	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.70	1.57	11953.10	4.28
<b>Unknown</b>	2.00	8.89	7.80	7.09	15831.90	5.67
<b>Total Teaching Positions</b>	22.50	100.00	110.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2019	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance grades 3-5 adopted 2016-2017 and SuperKids adopted May 2014	Yes	0
Mathematics	Swun Math TK-5 adopted May 2019	Yes	0

<b>Science</b>	Macmillian McGraw Hill (08/09) and Mystery Science (interim adoption in 2018 until NGSS-approved curriculum is selected in 2020-21)	Yes	37 0
<b>History-Social Science</b>	Studies Weekly (adopted 2022)	Yes	0

## School Facility Conditions and Planned Improvements

Forest Grove has undergone many improvements to its campus. During the summer of 2016, a \$500,000 parking and drop off reconstruction project was completed allowing for smoother traffic flow and improved access to the front of our school. Working with parent and staff volunteers, the playground area was painted and some games were added over the past three years with the most current update during the fall 2022. In Summer 2023, several structural improvements were made. The A-wing received a new roof and gutters as well as new paint. The G-wing and K-wing also received roofing and gutter renovation as well as fresh paint. There was new flooring added to the BASRP room and occupational therapy room. The Forest Grove Computer Lab also received a renovation that included new flooring and furnishings. The learning environment has received several technology updates including class sets of Chromebooks in grades 2-5, class sets of tablets in TK-1 classrooms, and video surveillance cameras. We expect the technology component of classrooms to continue to grow as funds from the educational technology bond become available. In 2018, two modular classrooms to house our expanding program offerings were added. In the summer of 2020, a new playground was installed.

**Year and month of the most recent FIT report**

12/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		B-wing: Roof at end of serviceable life. C-wing: Roof at end of serviceable life. D-wing: Roof at end of serviceable life.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-wing: Windows in poor condition D-wing: Windows in poor condition

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**

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, or career technical education sequences or programs of study.

**Percentage of Students Meeting or Exceeding the State Standard on CAASPP**

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	59	74	70	47	46
<b>Mathematics</b> (grades 3-8 and 11)	49	54	57	56	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	195	187	95.90	4.10	59.36
<b>Female</b>	93	87	93.55	6.45	65.52
<b>Male</b>	102	100	98.04	1.96	54.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	22	22	100.00	0.00	81.82
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	49	98.00	2.00	44.90
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	75.00
<b>White</b>	98	92	93.88	6.12	61.96
<b>English Learners</b>	14	14	100.00	0.00	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	37	97.37	2.63	29.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	38	90.48	9.52	26.32

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	195	187	95.90	4.10	54.01
<b>Female</b>	93	87	93.55	6.45	54.02
<b>Male</b>	102	100	98.04	1.96	54.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	22	22	100.00	0.00	77.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	49	98.00	2.00	51.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	50.00
<b>White</b>	98	92	93.88	6.12	53.26
<b>English Learners</b>	14	14	100.00	0.00	57.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	37	97.37	2.63	35.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	38	90.48	9.52	23.68



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	43.66	54.10	58.33	55.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	65	61	93.85	6.15	54.10
<b>Female</b>	31	27	87.10	12.90	62.96
<b>Male</b>	34	34	100.00	0.00	47.06
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	36	34	94.44	5.56	52.94
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	13	86.67	13.33	23.08

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

42

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90%	92%	89%	94%	92%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents and the community are an integral part of Forest Grove School. Teachers welcome and receive volunteers in their classrooms. In a typical year, school-wide functions (i.e. Back-to-School Night, Open House, holiday programs, Trunk or Treat, Ice Cream Social, Parent Conferences, Butterfly Parade and Bazaar, Family Game Night, and Falcon Fun Fest) are well attended. Forest Grove has a very active Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). The PTA provides additional welcome to new parents (often military families) into the Forest Grove community through the Falcon Friends program. Forest Grove involves families and community through various formats and makes them available online and in-person whenever possible. Parent and community voices are noted through their participation and advocacy in School Site Council, English Language Advisory Council and the District's LCAP Parent Advisory Committee and through forums during PTA and Falcon Family and Friends with Principal Arbrun. Additionally, parents and community can reach out to the principal and office staff through visits in person, telephone and email.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	399	90	22.6
Female	198	195	46	23.6
Male	208	204	44	21.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	35	33	2	6.1
Black or African American	7	6	1	16.7
Filipino	9	9	3	33.3
Hispanic or Latino	107	105	32	30.5
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	28	28	6	21.4
White	202	201	37	18.4
English Learners	47	44	8	18.2
Foster Youth	3	3	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	88	86	31	36.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	71	19	26.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.68	0.74	0.05	1.24	1.45	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74	0
Female	0.51	0
Male	0.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.93	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.5	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.14	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.39	0

## 2023-24 School Safety Plan

Forest Grove's comprehensive safety plan is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in November 2023 and is set to be reviewed again in the Winter (January/February 2024). We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of the character development used at Forest Grove (Character Counts) and social emotional learning program (The Toolbox).

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	21	1	2	
2	18	3	1	
3	20	1	2	
4	20	2	1	
5	19	1	2	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	21	1	2	
2	22	0	3	
3	19	3		
4	22		3	
5	24		3	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	21	1	2	
2	20	2	1	
3	23		3	
4	19	3		
5	21	1	2	

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	483.75

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.6
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4.7

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$16,403.15	\$5,502.18	\$10,900.96	\$109,887.99
<b>District</b>	N/A	N/A	\$11,930.00	\$113,861
<b>Percent Difference - School Site and District</b>	N/A	N/A	-9.0	0.6
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	49.2	32.5

## Fiscal Year 2022-23 Types of Services Funded

The students at Forest Grove receive instructional support in their classrooms from their teacher and a part time Instructional Assistant. Outside of the classroom, students performing below grade level in language arts and math may participate in a pull out program using supplemental materials to help close the gap between their current level of understanding and grade level expectations. We also have a Resource Program, and Two Intensive Academic classrooms serving students who need more direct forms of instruction and alternative or supplementary curriculum.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,672	\$50,875
<b>Mid-Range Teacher Salary</b>	\$105,512	\$79,761
<b>Highest Teacher Salary</b>	\$135,622	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$181,130	\$128,154
<b>Average Principal Salary (Middle)</b>	\$180,780	\$131,774
<b>Average Principal Salary (High)</b>	\$190,200	\$142,676
<b>Superintendent Salary</b>	\$260,882	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	36.92%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	6.66%	5.49%

## Professional Development

Each year, three full days are dedicated to staff development district-wide. Staff also receives two preparation days throughout the year. An additional hour per week is set aside for staff development and collaboration (early release on Thursday afternoons). Teachers receive an additional 170 minutes each week to ensure that they have time during the school day for preparation and parent and community contact. Grade level meetings have been held to identify students in need of additional support/tutoring, using Title I and Title III funds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

# Robert Down Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2023-24 School Contact Information

<b>School Name</b>	Robert Down Elementary School
<b>Street</b>	485 Pine Ave.
<b>City, State, Zip</b>	Pacific Grove , CA 93950-3401
<b>Phone Number</b>	831.646.6540
<b>Principal</b>	Sean Keller
<b>Email Address</b>	skeller@pgusd.org
<b>School Website</b>	<a href="https://robertdown.pgusd.org/">https://robertdown.pgusd.org/</a>
<b>County-District-School (CDS) Code</b>	27661346026496

## 2023-24 District Contact Information

<b>District Name</b>	Pacific Grove Unified School District
<b>Phone Number</b>	831.646.6553
<b>Superintendent</b>	Dr. Linda Adamson
<b>Email Address</b>	ladamson@pgusd.org
<b>District Website</b>	www.pgusd.org

## 2023-24 School Description and Mission Statement

Robert Down Elementary School, founded in 1891 and situated in the heart of Pacific Grove, California, is beautifully located beside the Pacific Ocean and Monterey Bay. The K-5 program focuses on a common core standards-aligned curriculum. We are a “Toolbox” and a Random Acts of Kindness school with a strong spotlight on the development of each individual’s character as well as the sense of community among all students.

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, 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.

Programs include Special Education, English Language Development, School-based Counseling, Speech Therapy, School Library, Spanish for 4th and 5th grades, Physical Education, Computer Lab, Vocal and Instrumental Music, Chorus, DARE, Big Buddies between primary and intermediate grades, After-School Enrichment, Academic Intervention, Read 180, Caught Being Good, Otter Good Citizen Program, Toolbox Social-Emotional Learning, FIRST Lego Robotics Club, ROV Team, Math Club, Drama Club, Garden Program, Garden Rangers, Just Run, Service Leaders Program, and providing GATE for all through Kindergarten-5th Digital Learning that focus on coding, OSMO Bots, 3D printing, Plasma Laser projects, and other STEM-focused lessons.

**2022-23 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	61
Grade 1	66
Grade 2	60
Grade 3	68
Grade 4	79
Grade 5	74
<b>Total Enrollment</b>	<b>408</b>

**2022-23 Student Enrollment by Student Group**

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.7%
Asian	5.9%
Black or African American	1.5%
Filipino	0.7%
Hispanic or Latino	16.4%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	6.4%
White	65.7%
English Learners	4.2%
Socioeconomically Disadvantaged	14.7%
Students with Disabilities	11.5%

**A. Conditions of Learning State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	77.27	91.50	84.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	13.64	5.30	4.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.40	1.36	12115.80	4.41
<b>Unknown</b>	2.00	9.09	10.20	9.43	18854.30	6.86
<b>Total Teaching Positions</b>	22.00	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.10	86.43	96.40	87.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.52	4.00	3.69	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.70	1.57	11953.10	4.28
<b>Unknown</b>	2.00	9.05	7.80	7.09	15831.90	5.67
<b>Total Teaching Positions</b>	22.10	100.00	110.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.00</b>	<b>1.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.2	2.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades 3-5 (adopted 2016) SuperKids Grades K-2 (adopted 2017) Read 180 - Reading Intervention (adopted 2014, updated 2022)	Yes	0%

	Reading and Spelling Mastery - Reading Intervention (adopted 2015) SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words - Reading Intervention (adopted 2020-21) SRA		53
<b>Mathematics</b>	SWUN Math (Adopted 2019) Touch Math Bridges Math - Math Intervention	Yes	0%
<b>Science</b>	Macmillian McGraw Hill (08/09) and Mystery Science (interim adoption in 2018 until NGSS-approved curriculum is selected.)	Yes	0%
<b>History-Social Science</b>	Studies Weekly (adopted 2022)	Yes	0%
<b>Foreign Language</b>	Rockalingua (Adopted 2022 for 4th and 5th grades)		

### School Facility Conditions and Planned Improvements

RHD was repainted during the summer of 2022 and received a new roof in summer 2023. A new intermediate playground structure was installed in October 2022. All portable roofs have been upgraded by PGUSD maintenance.

**Year and month of the most recent FIT report**

12/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Main Building: Roof replaced Summer 2023. Some areas of flooring need to be replaced. South Hallway needs flooring replaced soon.
<b>Interior:</b> Interior Surfaces		X		Main Building: Roof replaced Summer 2023. Some areas of flooring need to be replaced. South Hallway needs flooring replaced soon.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		C-1: Roof needs to be coated C-2: Roof needs to be coated C-3: Roof needs to be coated
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	76	74	70	47	46
<b>Mathematics</b> (grades 3-8 and 11)	73	70	57	56	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	224	217	96.88	3.12	75.58
<b>Female</b>	117	113	96.58	3.42	80.53
<b>Male</b>	107	104	97.20	2.80	70.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	14	93.33	6.67	85.71
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	39	39	100.00	0.00	69.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	151	145	96.03	3.97	78.62
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	28	93.33	6.67	64.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	27	96.43	3.57	33.33

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	224	218	97.32	2.68	69.72
<b>Female</b>	117	115	98.29	1.71	66.09
<b>Male</b>	107	103	96.26	3.74	73.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	80.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	39	38	97.44	2.56	63.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	151	146	96.69	3.31	73.29
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	28	93.33	6.67	64.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	27	96.43	3.57	40.74



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	75.34	62.32	58.33	55.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	75	73	97.33	2.67	60.27
<b>Female</b>	38	36	94.74	5.26	55.56
<b>Male</b>	37	37	100.00	0.00	64.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	15	15	100.00	0.00	80.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	49	47	95.92	4.08	57.45
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

58

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	98%	96%	94%	98%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

There are a variety of ways for parents to be involved at Robert Down School. Please contact your child's teacher for specific in-class opportunities. For school-wide parental involvement activities, you may email [skeller@pgusd.org](mailto:skeller@pgusd.org), and/or call/text 831-275-0083 and leave a message for the principal if interested in participating in the year-long Site Council or visit <https://robertdownpta.org/> to contact our wonderful PTA directly. Counseling Empowering Parental Connections classes are scheduled four times per year through Counselor Sonda Frudden ([sfrudden@pgusd.org](mailto:sfrudden@pgusd.org)) along with the Let's Talk Books series held twice per year. Back to School Night with our new Welcome Back Dine Out on campus is held two weeks after school commences. The Open House evening is held in the spring of each school year. Parent conferences are held in November and March. A parent conference with your child's teacher may be scheduled with the teacher at any time. Many fun family weekend and evening events occur such as the Bike Rodeo, Halloween Family Evening, Holiday Program, Bingo Night, Art Night, etc. Specific information is available via the classroom and school newsletters along with the SMORE Principal's Update being sent weekly on Thursdays to all families, which can be translated into languages preferred by the user. Parents may also join the district's LCAP Parent Advisory Committee.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	428	71	16.6
Female	222	217	32	14.7
Male	214	211	39	18.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	28	26	4	15.4
Black or African American	7	7	2	28.6
Filipino	3	3	0	0.0
Hispanic or Latino	69	68	10	14.7
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	29	28	3	10.7
White	283	280	47	16.8
English Learners	26	25	4	16.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	72	72	20	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	55	14	25.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.22	0.22	0.23	0.05	1.24	1.45	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0
Female	0	0
Male	0.47	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.35	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.69	0

## 2023-24 School Safety Plan

The safety plan for Robert Down School is reviewed yearly with updates made as needed. The Site Council and Leadership review the document and crisis teams are assigned and trained. PGUSD uses The Big Five Safety Protocols to guide its emergency response procedures: Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation. These are practiced throughout the year at least one time per month. The current RHD Safety Plan was approved by the Site Council on 11-14-2022 and will be updated in January 2024. The RHD Safety Team participated in the PGUSD Big Five Training in August 2018 and Elite Incident Command training in February 2019. PGUSD began working with safety consultants MC Kimball in 2023 to improve safety protocols and responses on all district campuses.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	22	1	2	
2	16	4		
3	23		3	
4	20	2	2	
5	21	1	2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	19	3		
2	23		3	
3	19	3	1	
4	25		3	
5	25		3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	23		3	
2	19	3		
3	23		3	
4	19	4		
5	24		3	
6				
Other				

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	510

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.7

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,215.35	\$4,794.04	\$10,421.30	\$109,640.16
<b>District</b>	N/A	N/A	\$11,930.00	\$113,861
<b>Percent Difference - School Site and District</b>	N/A	N/A	-13.5	0.4
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	45.0	32.3

## Fiscal Year 2022-23 Types of Services Funded

English Language Development, Special Education, LEGO Robotics, STEM/ROV, School-based Counseling, Behavior Interventions, Reading, Math, and Writing Academic Interventions, Speech Therapy, School Library, Physical Education, Computer Lab/STEM Lessons from District Digital Learning Teacher (GATE), Vocal and Instrumental Music, Spanish (4th and 5th grades), Drama Club, Occupational Therapy

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,672	\$50,875
<b>Mid-Range Teacher Salary</b>	\$105,512	\$79,761
<b>Highest Teacher Salary</b>	\$135,622	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$181,130	\$128,154
<b>Average Principal Salary (Middle)</b>	\$180,780	\$131,774
<b>Average Principal Salary (High)</b>	\$190,200	\$142,676
<b>Superintendent Salary</b>	\$260,882	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	36.92%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	6.66%	5.49%

## Professional Development

PGUSD has dedicated Cultural Proficiency (CP) professional development for every site since spring 2022. The RHD Cultural Proficiency team introduced its Cultural Proficiency Plan in spring 2023 and has provided several trainings to the RHD staff along with consistent CP topics/videos/articles discussed at every staff meeting. RHD will focus on MTSS implementation in Spring 2024 and focusing on Universal Design for Learning (UDL) in 2024-2025.

Before the 2020-21 school year, PGUSD offered paid training for all certificated and classified employees through the University of Phoenix Summer Virtual Teaching Academy as well as a week-long training for all elementary grade level leads to plan for the upcoming year and an additional week for all certificated and classified staff training on Google Suite, SeeSaw, and various online learning tools needed for Distance Learning. During the 2021-22 school year, all certificated and classified employees were provided training in the new Student Information System, Synergy, along with Social-Emotional Learning (SEL) strategies from IFSEL. PGUSD also began to create an Equity Plan for the district with five members from each school participating in training that will be shared with staff during the 2022-23 school year.

In a typical year, two annual school days per year are devoted to certificated staff professional development and there are two teacher preparation days. During the entire school year, students are released an hour early on Thursdays so that staff may collaborate and participate in professional training. Staff also attends workshops and training at the Monterey County Office of Education as well as at institutions throughout the state.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

# Pacific Grove Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2023-24 School Contact Information

<b>School Name</b>	Pacific Grove Middle School
<b>Street</b>	835 Forest Avenue
<b>City, State, Zip</b>	Pacific Grove, CA 93950
<b>Phone Number</b>	831.646.6568
<b>Principal</b>	Sean Roach
<b>Email Address</b>	sroach@pgusd.org
<b>School Website</b>	pgmiddle.pgusd.org
<b>County-District-School (CDS) Code</b>	27-66134-6058754

## 2023-24 District Contact Information

<b>District Name</b>	Pacific Grove Unified School District
<b>Phone Number</b>	831.646.6553
<b>Superintendent</b>	Linda Adamson
<b>Email Address</b>	Ladamson@pgusd.org
<b>District Website</b>	ww.pgusd.org

## 2023-24 School Description and Mission Statement

Pacific Grove Middle School (PGMS) is dedicated to fulfilling its mission of providing a high-quality educational experience that equips students with the necessary skills, abilities, and mindset for a successful transition to high school. This mission emphasizes the cultivation of self-esteem, critical thinking skills, a sense of responsibility, pride in their community and respect for oneself and others. The committed staff at PGMS is unwavering in its pursuit of academic and behavioral excellence, while also acknowledging and responding to the unique talents and learning styles of individual students.

Situated as the sole middle school within the Pacific Grove Unified School District (PGUSD), PGMS is part of a district comprising two elementary schools (K-5), one middle school (6-8), and one high school (9-12), along with a community high school and an adult school overseeing adult and preschool education. The district enjoys robust community support and involvement, with property values contributing revenue exceeding the state "revenue limit," based on an Average Daily Attendance (ADA) formula. Various bond measures have further supported PGMS with funds for building improvements, including safety fences and enhancements to the learning garden. The district's commitment to technological advancement is evident through the passage of Measure A Tech Bond, providing annual funding for innovative educational technologies. We are currently well underway on retrofitting the woodshop to be a makerspace, which is outfitted with 3-D technology, laptops, flat panel displays and plans for cloud technology.

Philosophically, PGMS seeks to nurture both the intellectual and emotional development of its students. This commitment is reflected in the school's Character Strong program, delivered through lessons during the Advisory period every Monday, aimed at instilling high character and kindness. Additionally, PGMS utilizes resources from the CalHope grant, incorporating the Open Parachute SEL curriculum and partnering with IndieFlix for assemblies and documentary viewings addressing relevant topics. This year, PGMS hosted its first annual PGMS Wellness Fair, which involved the participation and promotion of 19 different community organizations, from the Ohana Center for Child and Adolescent Behavioral Health to Community Human Services with the goal of connecting our families with the organizations and assistance.

PGMS places a strong emphasis on helping students prepare comprehensively for success in high school. The school's rigorous academic program is complemented by a diverse range of extracurricular activities and student support services. Recognizing these efforts, PGMS received the California Distinguished School Award in 2021 for academic excellence and achievement gap reduction, underscoring the collaborative endeavors of the Parent Teacher Student Association (PTSA), School Site Council, and dedicated staff.

Acknowledging the pivotal middle school years as a period of profound physical, social, and psychological changes, PGMS takes pride in facilitating the successful transition of students from childhood to early adulthood. This is evident through above-average test scores, a culture of kindness and mutual respect, regular community service participation, and a strong commitment to the visual and performing arts. Through these achievements, PGMS graduates embark on the journey of building bridges toward a successful future.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	150
Grade 7	140
Grade 8	130
<b>Total Enrollment</b>	<b>420</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9%
Male	47.9%
American Indian or Alaska Native	1.9%
Asian	14.3%
Black or African American	1.7%
Filipino	1.2%
Hispanic or Latino	19.8%
Two or More Races	4%
White	56.7%
English Learners	4%
Homeless	0.7%
Socioeconomically Disadvantaged	18.8%
Students with Disabilities	13.6%

**A. Conditions of Learning State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.80	92.19	91.50	84.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.16	5.30	4.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.93	1.40	1.36	12115.80	4.41
<b>Unknown</b>	1.20	4.68	10.20	9.43	18854.30	6.86
<b>Total Teaching Positions</b>	26.90	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	87.95	96.40	87.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	4.03	4.00	3.69	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.70	1.57	11953.10	4.28
<b>Unknown</b>	2.10	7.99	7.80	7.09	15831.90	5.67
<b>Total Teaching Positions</b>	27.30	100.00	110.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.50</b>	<b>1.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.20</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All curriculum for academic areas is standards-aligned and reflect that of recent adoptions. Each student has access to a home set of books as well as a set that remains at school. Study sync, TCI, Big Ideas and Savvas all have an online component which mirrors the hardcopy version of textbooks. We have a newly adopted Math curriculum in Desmos, for a three year commitment.

**Year and month in which the data were collected** 8/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Study Sync (16-17)	Yes	0
<b>Mathematics</b>	Desmos (23-24)	Yes	0
<b>Science</b>	Savvas Publishing (21/22)	Yes	0
<b>History-Social Science</b>	TCI History (17/18)	Yes	0

## School Facility Conditions and Planned Improvements

The school grounds are maintained on weekly basis, and our three-person site maintenance staff (on day, two night custodians), maintain the neatness of our facility. They also address routine maintenance issues as they arise. Although our building is old, it is in fine condition. We recently created an outdoor learning space in the form of a garden, which was created and maintained with assistance from the Junior League of Monterey County. We have made much progress in transforming our woodshop into a functional classroom and workers space for STEM/STEAM Technology-Engineering-Design and various clubs. This space, though not completed, is now being used as a functional classroom.

In 2021, a new 4K projector and screen have been installed in the Performing Arts Center which will be an important upgrade for character assemblies and musical performances. In addition, the Woodshop Roofing project was completed in the fall of 2022, and our site received a new phone system during that time as well. We have seven additional flat panel displays in classrooms, and only need four more to have all classrooms equipped with this technology. Planned facilities upgrades include:

- Exterior painting of all buildings
- Performing Arts Center stage, lighting, and rigging

All doors at PGMS have been fitted with Lock Blocks as a quick lock system for safety purposes and plans are in place for an electrical buzzer door entry system.

**Year and month of the most recent FIT report**

12/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		C-Auditorium: Interior flooring issue stage right. Summer of 2023 Roof was repaired and ground water intrusion was addressed. The flooring issue will now be scheduled for repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials		X		A-Wing: Exterior paint need.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	70	74	70	47	46
<b>Mathematics</b> (grades 3-8 and 11)	51	53	57	56	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	426	410	96.24	3.76	69.76
<b>Female</b>	219	213	97.26	2.74	74.18
<b>Male</b>	205	195	95.12	4.88	64.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	61	59	96.72	3.28	77.97
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	83	80	96.39	3.61	48.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	22	95.65	4.35	68.18
<b>White</b>	238	229	96.22	3.78	75.98
<b>English Learners</b>	17	15	88.24	11.76	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	75	93.75	6.25	57.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	55	93.22	6.78	18.18



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	426	413	96.95	3.05	53.27
<b>Female</b>	219	216	98.63	1.37	50.93
<b>Male</b>	205	195	95.12	4.88	55.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	61	59	96.72	3.28	77.97
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	83	79	95.18	4.82	25.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	22	95.65	4.35	50.00
<b>White</b>	238	233	97.90	2.10	58.80
<b>English Learners</b>	17	16	94.12	5.88	25.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	76	95.00	5.00	30.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	55	93.22	6.78	16.36

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	60.66	56.00	58.33	55.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	131	125	95.42	4.58	56.00
<b>Female</b>	70	68	97.14	2.86	54.41
<b>Male</b>	60	56	93.33	6.67	57.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	20	100.00	0.00	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	71	67	94.37	5.63	65.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	27	25	92.59	7.41	36.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	18	85.71	14.29	16.67

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

75

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96%	97%	96%	94%	96%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

PGMS has reached out and engaged our families in a variety of ways, including hosting a PGMS Counseling Night, PGMS Academic Interventions, PGMS Parenting Series with Elisabeth Stitt, PGMS Character Strong and Open Parachute, Parent Viewing nights for each of our four quarterly assembly documentaries: "Angst", "Upstanders", "Race to be Human", and "Screenagers", adding Spanish Language to PGMS, PGMS Principal Check-in, and the California Healthy Kids Parent Survey. Planned engagements for semester two include parent meetings and input on topics such as: Climate and Enrichment opportunities, A mental health wellness fair, parent viewing of "Race to be Human" and "Screenagers", review/revision of the PGMS Dress Code, sharing student survey results.

PGMS has a vibrant and well attended PTSA and School Site Council. Discussions include academic achievement, social emotional supports, student survey information, Spanish Language at PGMS, Covid mitigation protocols and a number of parent driven topics. PGMS also relays information via the PTSA Facebook page to reach out to families.

We have hosted several parent meetings regarding academic interventions, social emotional supports, the first annual PGMS Wellness Fair, safety night, four-part parenting series with Elisabeth Stitt and more. This year we have many more supports to offer and communicating these opportunities and clarifying expectations is important. We welcome volunteers and parents to help out in the classroom, library, small group instruction and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA and School Site Council (SSC). Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	432	38	8.8
Female	226	222	14	6.3
Male	210	208	24	11.5
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	8	8	0	0.0
Asian	62	61	4	6.6
Black or African American	7	7	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	87	85	9	10.6
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	20	19	3	15.8
White	246	245	22	9.0
English Learners	19	17	2	11.8
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	86	84	11	13.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	9	14.1

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.43	1.60	0.05	1.24	1.45	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.6	0
Female	0.44	0
Male	2.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.61	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.22	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.54	0

## 2023-24 School Safety Plan

Pacific Grove Middle School keeps a comprehensive safety plan that is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in September 2022, but it has been updated with current data and was reviewed by staff, safety committee and Site Council in December of 2023. One key element of the Site Safety Plan is the section on "The Big Five," which is a set of comprehensive emergency response protocols that are designed specifically for schools and are widely used in the area. All staff receive annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Another key element of the Plan is our list of Crisis Team members and responsibilities, which will be critical to the success of our emergency responses if/when they are enacted. Finally, the Plan also contains our drill schedule, school rules, and an overview of Restorative Justice and Positive Behaviors Interventions and Supports (PBIS)

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	8	
Mathematics	20	8	9	
Science	26	1	11	
Social Science	24	1	12	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	18	1	
Mathematics	17	15	2	
Science	22	6	6	
Social Science	19	9	4	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	9	7	
Mathematics	18	10	6	
Science	22	7	5	
Social Science	22	8	4	

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	300

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.4
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,045.89	\$5,086.10	\$9,959.79	\$106,662.10
<b>District</b>	N/A	N/A	\$11,930.00	\$113,861
<b>Percent Difference - School Site and District</b>	N/A	N/A	-18.0	-2.3
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	40.7	29.6

## Fiscal Year 2022-23 Types of Services Funded

Categorical Programs available to Pacific Grove Middle School:

### Federal:

- Title II, professional development
- Title IV, drug abuse and violence prevention programs
- Special Education, ensures students with special needs are properly assessed and serviced with a program designed to meet their needs

### State:

- English Language Learners – designed to develop English fluency
- Gifted and Talented Education – identifies gifted and talented students and provides for differentiated opportunities to meet that student's needs
- Tobacco Use Prevention Education – designed to educate students regarding the negative effects of tobacco
- School Improvement Program – a program to fund programs to improve student performance

### Local:

- Measure A bond fund – passed in order to improve the physical structures in PGUSD
- Measure A parcel tax – passed in order to fund specified programs throughout the district Measure D bond fund – passed in order to improve the physical structures in PGUSD

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,672	\$50,875
<b>Mid-Range Teacher Salary</b>	\$105,512	\$79,761
<b>Highest Teacher Salary</b>	\$135,622	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$181,130	\$128,154
<b>Average Principal Salary (Middle)</b>	\$180,780	\$131,774
<b>Average Principal Salary (High)</b>	\$190,200	\$142,676
<b>Superintendent Salary</b>	\$260,882	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	36.92%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	6.66%	5.49%

## Professional Development

This year as with last, the district provided many extra professional development opportunities during the summertime in anticipation of welcoming our students back to in person learning.

We conducted our Staff Wide Meeting and SEL Meeting on August 1, where we discussed data collection, Universal Design for Learning, Highly Effective Rubrics, Restorative Conversations in the Classroom, Grading for Mastery, technology trainings, assessment cycles, curriculum mapping and pacing to prepare for gaps in learning. The staff participated in several presentations from our TOSA, administration and counseling team involving: self-care, how to identify and support students in crisis. Our staff participated in Equity training, Universal Design for Learning, Restorative Conversations in the Classrooms;



with the latter portion of August 1st being used for Grading for Mastery half day training. Leadership members, administrators, and members from the Monterey and Santa Clara County Offices of Education presented these themes during the whole staff professional developments August 3/4. Staff recieved trainings for a three day study of Universal Design for Learning (Equity based education) produced by the Monterey County Office of Education on March 14th, March 28th and April 25th.

We are renewing our practice of departments taking two complete days for curriculum planning off site during the school year. PGMS has an Instructional Leadership Team (ILT) made up of teacher leaders who assist with the training necessary to maintain best practice, and maintain a school wide focus on Equity. The last several years and into the future, our ILT and school wide focus continues to work on maintaining strong Professional Learning Communities (PLCs) to better use data to intervene with struggling students and ensure access for all. In addition, PGMS staff continues to put in to practice our school wide professional study on Universal Design for Learning, utilizing highly effective rubrics, and Grading for Mastery. In addition to improving and maintaining our PLC's, our site has dedicated multiple opportunities to the study of Equity and a continued focus on our Students of Concern (SOC). Through Data dives and Learning Walks, and cross curricular activities our staff is committed to sharing best practice and learning from one another. PGMS's quarterly focus on one area of social emotional learning has been successfully carried out as a whole school activity. Our focus are: Anxiety, bullying/healthy relationships, race and digital citizenship.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

# Pacific Grove High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Pacific Grove High School
<b>Street</b>	615 Sunset Dr.
<b>City, State, Zip</b>	Pacific Grove, CA 93950-4827
<b>Phone Number</b>	831.646.6590
<b>Principal</b>	Lito M. Garcia
<b>Email Address</b>	lgarcia@pgusd.org
<b>School Website</b>	<a href="https://pghigh.pgusd.org/">https://pghigh.pgusd.org/</a>
<b>County-District-School (CDS) Code</b>	27-66134-2733657

## 2023-24 District Contact Information

<b>District Name</b>	Pacific Grove Unified School District
<b>Phone Number</b>	831.646.6553
<b>Superintendent</b>	Dr. Linda Adamson
<b>Email Address</b>	ladamson@pgusd.org
<b>District Website</b>	<a href="http://www.pgusd.org">www.pgusd.org</a>

## 2023-24 School Description and Mission Statement

Pacific Grove High School (PGHS), the home of The Breakers, has been providing an intellectually challenging learning community that fosters diversity, choice, and voice among students, staff, and families since 1895. The PGHS staff seeks to support all students through an educational experience that is rewarding, relevant, productive, and enjoyable. The PGHS staff are here to assist in academic pursuits, school activities, and athletic endeavors. At Pacific Grove Unified School District (PGUSD) the mission is, "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." The vision at PGHS is a community of learners committed to providing students with opportunities to steer their lives toward academic, career, and personal success. Through collaboration, a commitment to evidence-based decision-making, and a spirit of inclusion, PGHS aims to cultivate culturally aware, employable, healthy, and active students who are eager learners, conscientious digital citizens, environmental stewards, and effective communicators.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	133
Grade 10	159
Grade 11	117
Grade 12	138
<b>Total Enrollment</b>	<b>547</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.1%
American Indian or Alaska Native	1.1%
Asian	8.2%
Black or African American	2.2%
Filipino	2.9%
Hispanic or Latino	18.1%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	2.6%
White	60.9%
English Learners	2.6%
Homeless	0.2%
Socioeconomically Disadvantaged	15.7%
Students with Disabilities	14.8%

**A. Conditions of Learning State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.10	81.28	91.50	84.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	4.88	5.30	4.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.40	1.36	12115.80	4.41
<b>Unknown</b>	4.90	13.85	10.20	9.43	18854.30	6.86
<b>Total Teaching Positions</b>	<b>35.80</b>	<b>100.00</b>	<b>108.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.40	89.50	96.40	87.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	4.86	4.00	3.69	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.10	1.70	1.57	11953.10	4.28
<b>Unknown</b>	1.60	4.50	7.80	7.09	15831.90	5.67
<b>Total Teaching Positions</b>	<b>36.20</b>	<b>100.00</b>	<b>110.10</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.70	1.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.70</b>	<b>1.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.40
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.40</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	7.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Everything's an Argument: Bedford/St. Martins 2013 Elements of Style: Longman 2000 ELD-English 3D Issues: Scholastic 2011	Yes	0

	ELD-English 3D Language and Writing Portfolio: Scholastic 2011		88
<b>Mathematics</b>	AP Statistics The Practice of Statistics: Bedford, Freeman, & Worth 2012 Stats and Probability with Applications: BFW Publishers 2022 Calculus: Key Curriculum Press 2005 Big Ideas Math Integrated I: Big Ideas Learning 2016 Big Ideas Math Integrated II: Big Ideas Learning 2016 Big Ideas Math Integrated III: Big Ideas Learning 2016 Precalculus-College Algebra & Trigonometry: Pearson 2021	Yes	0
<b>Science</b>	Anatomy & Physiology: Pearson 2012 Essentials of Human Anatomy & Physiology: Pearson 2012 AP Environmental Science: Bedford, Freeman, & Worth 2019 Strive for a Five: Preparing for the AP Environmental Science Examination: Bedford Freeman & Worth 2019 Environmental Science: Biozone 2013 Biology: Living Earth: Houghton Mifflin Harcourt 2020 Marine Science: McGraw Hill 2019 Marine Science Life on An Ocean Planet: Current Publishing Co. 2006 Earth Science: Holt, Rinehart, Winston 2007 Conceptual Physics: Pearson, 2021 AP Physics Fundamentals of Physics: Wiley 2014 Chemistry in the Earth System: Houghton Mifflin Harcourt 2020 Honors Chemistry Intro to Chemistry: Pearson-Prentice Hall, 2011	Yes	0
<b>History-Social Science</b>	AP Human Geography: The Cultural Landscape - An Intro to Human Geography: Pearson, 2015 World History: The Modern Era Prentice Hall 2009 AP World History Ways of the World: Bedford, Freeman & Worth 2023 US History 1877 to the Present; America Through the Lens: National Geographic Learning 2019 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2011 Economics: EMC Publishing 2011 AP Government; United States Government and Politics: AMSCO School Publications 2019	Yes	0
<b>Foreign Language</b>	French and Spanish: Vista Higher Learning 2011	Yes	0
<b>Health</b>	Health: A Guide to Wellness: Glencoe/McGraw 2001	Yes	0
<b>Visual and Performing Arts</b>			0

## School Facility Conditions and Planned Improvements

A new Bond measure was passed in March 2020 which provides funding for repairing and renovating some of the older buildings throughout the school and District.

**Year and month of the most recent FIT report**

12/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

89

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		E-Wing: Needs Exterior painting, gutters and roofs. F-Wing: Needs Exterior painting, gutters and roofs. H-Wing: Needs Exterior painting, gutters and roofs. I-Wing: Needs Exterior painting, gutters and roofs. Modular O1: N-Wing: O-Wing:
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**

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, or career technical education sequences or programs of study.

**Percentage of Students Meeting or Exceeding the State Standard on CAASPP**

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	79	80	74	70	47	46
<b>Mathematics</b> (grades 3-8 and 11)	59	50	57	56	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	109	99	90.83	9.17	79.80
<b>Female</b>	53	49	92.45	7.55	77.55
<b>Male</b>	55	49	89.09	10.91	83.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	22	21	95.45	4.55	57.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	72	64	88.89	11.11	84.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	16	15	93.75	6.25	80.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	14	93.33	6.67	21.43

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	109	98	89.91	10.09	50.00
<b>Female</b>	53	49	92.45	7.55	42.86
<b>Male</b>	55	48	87.27	12.73	58.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	22	21	95.45	4.55	23.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	72	63	87.50	12.50	58.73
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	16	16	100.00	0.00	37.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	14	93.33	6.67	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	55.75	57.01	58.33	55.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	235	216	91.91	8.09	56.48
<b>Female</b>	99	90	90.91	9.09	55.56
<b>Male</b>	135	125	92.59	7.41	57.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	53.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	44	42	95.45	4.55	35.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	147	131	89.12	10.88	63.36
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	34	33	97.06	2.94	42.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	29	90.63	9.37	13.79

## 2022-23 Career Technical Education Programs

PGHS supports students earning Career Technical Education (CTE) certifications and internships through CTE Pathways regardless if students plan to attend a 2-year college or 4-year university or state college. Most PGHS CTE courses have articulated with Monterey Peninsula College (MPC); once 6 units are taken after enrollment at MPC, students may claim college credit for their articulated PGHS CTE course. In addition, PGHS and MPC have worked to create a College and Career Access Pathway (CCAP) agreement, and we are currently providing 11 dual-enrolled courses at PGHS. Students are recognized for completing a pathway during graduation with a cord or with a stole if they graduate with honors from their CTE Pathway. The following pathways are offered at PGHS: Design and Media (Art and Photography), Food Service and Hospitality, Software and Systems Development, and Engineering and Design. CTE Coordinator - Dr. Lawrence Haggquist; CTE Site Financial Officer - Felicia Afifi; College and Career Coordinator - Janet Light; Senior Sales Engineer at Flatfile - Robert Hyde; Senior Project Manager at Microsoft - Tom Hall; Owner of Spectra Mat - John Paff.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	327
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.72
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	71.74

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98%	100%	99%	99%	99%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Family involvement is critical to the success of Pacific Grove High School. To that end, the staff at PGHS takes all necessary steps to keep parents/guardians informed about their students' academic progress, attendance, and school updates which include, but are not limited to student activities, meetings, procedures, policies, etc. Families have access to this information through a variety of online platforms: student database (PGHS and PGUSD maintained), Google Classroom (PGHS teacher maintained), school website (PGHS and PGUSD maintained), communication platform to disseminate email, text, and phone calls (PGHS maintained).

Parents/Guardians are allowed to participate in the following: Site Council, District English Language Advisory Committee, Parent Teacher Association, Career Technical Education Advisory Board, Breakers Club (Sports Boosters), district LCAP Parent Advisory Committee, and Alumni Association as well as numerous opportunities to provide volunteer support for a variety of student activities.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	1.5	5.5	8.8	2.1	5.2	9.7	9.4	7.8	8.2
<b>Graduation Rate</b>	93.9	93.8	87.1	93	94.2	85.7	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	147	128	87.1
<b>Female</b>	61	49	80.3
<b>Male</b>	86	79	91.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	13	11	84.6
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	27	23	85.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	86	75	87.2
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	34	28	82.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	20	12	60.0



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	555	90	16.2
Female	257	253	35	13.8
Male	303	300	54	18.0
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	6	6	3	50.0
Asian	47	46	4	8.7
Black or African American	13	12	3	25.0
Filipino	16	16	2	12.5
Hispanic or Latino	102	102	22	21.6
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	15	15	4	26.7
White	341	336	47	14.0
English Learners	18	16	4	25.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	98	96	22	22.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	88	24	27.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.18	1.96	0.05	1.24	1.45	0.20	3.17	3.60
Expulsions	0.00	0.17	0.00	0.00	0.05	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.96	0
Female	0	0
Male	3.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.69	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.76	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.68	0

## 2023-24 School Safety Plan

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are conducted every month. The Site Council approved the 2024-2025 Safety Plan in January 2024. Key elements of our safety plan include emergency procedure protocols, risk assessment and response, communication protocols, training and education, collaboration, and partnership with outside agencies.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	14	
Mathematics	21	13	12	
Science	25	5	14	
Social Science	23	12	15	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	11	
Mathematics	20	15	11	
Science	22	8	12	
Social Science	24	10	15	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	13	0
Mathematics	18	20	7	0
Science	23	9	9	0
Social Science	26	6	14	1

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	195.36

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,226.34	\$4,254.32	\$10,9772.02	\$113,243.81
District	N/A	N/A	\$11,930.00	\$113,861
Percent Difference - School Site and District	N/A	N/A	160.8	3.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	177.3	35.4

## Fiscal Year 2022-23 Types of Services Funded

PGHS certificated staff provides the following academic supports to students: Math Tutoring (outside of the instructional day for all students as needed), Math Support Class (targeted support for students grade 9-11 enrolled in Math 1, and Independent Productive Study (academic support class open to all students grades 9-12). The English Language Learner teacher provides targeted group and individual support to students identified as English Learners. The counseling department provides one-to-one academic planning meetings, Student Success Team meetings, the development of 504 accommodations for students who qualify, an outreach counselor, and a licensed mental health professional. The Special Education Department provides academic, social-emotional, and therapeutic support to all students with an Individualized Education Plan.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,672	\$50,875
<b>Mid-Range Teacher Salary</b>	\$105,512	\$79,761
<b>Highest Teacher Salary</b>	\$135,622	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$181,130	\$128,154
<b>Average Principal Salary (Middle)</b>	\$180,780	\$131,774
<b>Average Principal Salary (High)</b>	\$190,200	\$142,676
<b>Superintendent Salary</b>	\$260,882	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	36.92%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	6.66%	5.49%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	37
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	3
<b>Mathematics</b>	3
<b>Science</b>	1
<b>Social Science</b>	7
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	16

## Professional Development

For the 2023-24 school year professional development for teachers is focused on the following: Professional Learning Communities, grading, diversity and equity curriculum and WASC.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
---------	---------	---------	---------

Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5
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## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Pacific Grove Community High School
<b>Street</b>	1004 David Avenue, Building A
<b>City, State, Zip</b>	Pacific Grove, CA, 93950
<b>Phone Number</b>	(831) 646-6535
<b>Principal</b>	Lito M. Garcia
<b>Email Address</b>	lgarcia@pgusd.org
<b>School Website</b>	<a href="https://pgchs.pgusd.org/">https://pgchs.pgusd.org/</a>
<b>County-District-School (CDS) Code</b>	27661342731115

## 2023-24 District Contact Information

<b>District Name</b>	Pacific Grove Unified School District
<b>Phone Number</b>	831 646-6553
<b>Superintendent</b>	Dr. Linda Adamson
<b>Email Address</b>	ladamson@pgusd.org
<b>District Website</b>	www.pgusd.org

## 2023-24 School Description and Mission Statement

Pacific Grove Community High School (PGCHS), the home of The Firebirds, provides a small, non-traditional learning environment in which students can pursue an alternative pathway to college and career success. At PGCHS the staff seeks to provide a challenging project-based curriculum that emphasizes student strengths and is individualized to meet the learning needs of each student. We create a holistic environment in which students' diverse emotional, social, and cultural needs are recognized and celebrated. We maximize opportunities for students to become responsible citizens who participate actively in their communities, both today and into the future.

Our Pacific Grove Unified School District (PGUSD) mission is, "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."

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	9
Grade 12	0
<b>Total Enrollment</b>	12



## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	60%
Male	40%
Hispanic or Latino	30%
Two or More Races	10%
White	60%
Homeless	10%
Socioeconomically Disadvantaged	70%
Students with Disabilities	20%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.70	38.19	91.50	84.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.30	4.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	61.81	1.40	1.36	12115.80	4.41
<b>Unknown</b>	0.00	0.00	10.20	9.43	18854.30	6.86
<b>Total Teaching Positions</b>	1.90	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.60	33.00	96.40	87.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.00	3.69	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	66.50	1.70	1.57	11953.10	4.28
<b>Unknown</b>	0.00	0.00	7.80	7.09	15831.90	5.67
<b>Total Teaching Positions</b>	2.00	100.00	110.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	1.30
<b>Total Out-of-Field Teachers</b>	1.20	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students at Community High School are provided the same textbooks at the district's comprehensive high school (Pacific Grove High School). Curriculum at Community High School is aligned with the Common Core standards. Ancillary materials, including online credit recovery and instruction, are purchased for each core area to support the curriculum.

**Year and month in which the data were collected** January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
---------	--	-----------------------------	--

<b>Reading/Language Arts</b>	Everything's an Argument Bedford/St. Martins 2013 Elements of Style Longman 2000	Yes	108 0
<b>Mathematics</b>	Big Ideas Math Integrated I Big ideas Learning 2016 Big Ideas Math Integrated II Big ideas Learning 2016	Yes	0
<b>Science</b>	Biology, Glencoe, McGraw Hill 2012 Earth and Space Earth Science Holt, Rinehart, Winston 2007	Yes	0
<b>History-Social Science</b>	World History: The Modern Era Prentice Hall 2009 US History American Vision Glencoe & McGraw Hill 2010 Government: Pearson 2010/2011 Economics EMC Pub. 2010/2011	Yes	0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	Health: A Guide to Wellness Glencoe/McGraw 2001	Yes	0
<b>Visual and Performing Arts</b>	N/A	Yes	0

## School Facility Conditions and Planned Improvements

A bond measure was passed in March 2020 which provides funding for repairing and renovating some of the older buildings throughout the school and District.

**Year and month of the most recent FIT report**

12/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer repaired 2022
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	A-Wing: The roof is reaching end of useful life. Repair planned Summer of 2024
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	--	--	74	70	47	46
<b>Mathematics</b> (grades 3-8 and 11)	--	--	57	56	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	--	--	58.33	55.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	13	10	76.92	23.08	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--



## 2022-23 Career Technical Education Programs

PGCHS provides a wide variety of classes and assignments that focus on career exploration; however, no Career Technical Education certified courses are offered. In addition, PGCHS does not offer A-G approved courses.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	80
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Family involvement is critical to the success of Pacific Grove Community High School. To that end, the staff at PGCHS takes all necessary steps to keep parents/guardians informed about their student's academic progress, attendance, and school updates which include, but are not limited to student activities, meetings, procedures, policies, etc. Families have access to this information through a variety of online platforms: student database (PGCHS and PGUSD maintained), Google Classroom (PGHS teacher maintained), school website (PGHS and PGUSD maintained), communication platform to disseminate email, text, and phone calls (PGHS maintained).

Parents/Guardians are allowed to participate in the following: Site Council, District English Language Advisory Committee, and District LCAP Parent Advisory Committee.

### Safety Plan

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are conducted every month. The Site Council approved the 2024-2025 Safety Plan in January 2024. Key elements of our safety plan include emergency procedure protocols, risk assessment and response, communication protocols, training and education, collaboration, and partnership with outside agencies. Parents/guardians are contacted a minimum of once every two weeks by the teachers at PGCHS to keep families informed about student progress. Students and parents/guardians participate in a yearly program introduction.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	9.1	--	--	2.1	5.2	9.7	9.4	7.8	8.2
<b>Graduation Rate</b>	81.8	--	--	93	94.2	85.7	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	--	--	--
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	0.0	0.0	0.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	22	20	14	70.0
Female	10	10	9	90.0
Male	12	10	5	50.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	8	7	4	57.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	12	11	10	90.9
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	13	12	8	66.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	1	33.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.00	22.73	0.05	1.24	1.45	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	22.73	0
Female	0	0
Male	25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	33.33	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	15.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Pacific Grove Community High School strives to provide a safe environment for learning. Emergency/safety drills are conducted every month. The Site Council approved the 2024-2025 Safety Plan in January 2024. Key elements of our safety plan include emergency procedure protocols, risk assessment and response, communication protocols, training and education, collaboration, and partnership with outside agencies.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4			
Mathematics	2			
Science	1			
Social Science	5			

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5			
Mathematics	3			
Science	5			
Social Science	4			

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2			
Mathematics	2			
Science	3			
Social Science	3			

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	50

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$57,388.41	\$30,443.75	\$26,944.66	\$114,736.76
District	N/A	N/A	\$11,930.00	\$113,861
Percent Difference - School Site and District	N/A	N/A	77.2	5.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	121.4	36.7

## Fiscal Year 2022-23 Types of Services Funded

Services funded for all students include: two credentialed teachers who provide learning in all subject matters, a school administrator to support students, staff and families. The counselor provides academic support, Student Success Team meetings, the development of 504 accommodations for students who qualify. A licensed mental health professional supports students' social emotional learning needs. The Special Education Department provides academic, social-emotional, and therapeutic support to all students with an Individualized Education Plan. The English Language Learner teacher provides targeted group and individual support to students identified as English Learners.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,672	\$50,875
<b>Mid-Range Teacher Salary</b>	\$105,512	\$79,761
<b>Highest Teacher Salary</b>	\$135,622	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$181,130	\$128,154
<b>Average Principal Salary (Middle)</b>	\$180,780	\$131,774
<b>Average Principal Salary (High)</b>	\$190,200	\$142,676
<b>Superintendent Salary</b>	\$260,882	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	36.92%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	6.66%	5.49%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

For the 2023-24 school year professional development for teachers is focused on the following: Professional Learning Communities, grading, diversity and equity curriculum, and WASC.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
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Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5
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BOARD AGENDA  
ACTION ITEM

TO: \_\_\_\_\_ Board of Trustees

FROM: District Superintendent of Schools

SUBJECT: Determination of the \_\_\_\_\_ Board of Trustees' Nomination of the Monterey County School Boards Association (MCSBA) *2024 Excellence in Education Award*

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The Monterey County School Boards Association (MCSBA) Executive Council will meet on January 29, 2024 to select the *2024 MCSBA Excellence in Education Award* recipient.

Attached is a list of nominees for consideration. The County Board may nominate their top three (3) organizations. The criteria for nominees are as follows:

An agency, institution, organization or collaborative entity may be eligible to receive the MCSBA Excellence in Education Award if:

- The opportunity is available and accessible to students Countywide
- The impact on students' quality of life is transformative and significant
- The entity highlights an unmet, countywide student need
- The entity demonstrates a commitment to exceeding expectations in pursuit of addressing the challenge

\_\_\_\_\_ serves as the \_\_\_\_\_ Board of Trustees' representative on the MCSBA Executive Council and will bring forward the recommendations of the Board.

RECOMMENDED ACTION:

*At the Pleasure of the Board*

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District Superintendent of Schools

For presentation to the \_\_\_\_\_ Board of Trustees  
On January \_\_, 2024

**MONTEREY COUNTY SCHOOL BOARDS ASSOCIATION  
2024 "EXCELLENCE IN EDUCATION" AWARD**

**CRITERIA:**

- Available and accessible to students countywide
- Transformative and significant impact on students' quality of life
- Highlights an unmet countywide student need
- Exceeds expectations

**NOMINEES:**

**Ariel Theater:** For over 30 years, Ariel Theater has inspired young people to understand that personal integrity, respect for others, and an acceptance of responsibility for choices made are the keys to building a successful life. Ariel Theater enriches children's lives through participation in enacting stories on stage that have purpose, integrity, and positive moral messages. Ariel Theater's productions allow each child to be part of something larger and that lead to discussions on character, responsibility, and appropriate choices. Ariel is a non-profit organization offering year-round programs, now offering virtual participation opportunities and video streaming performances.

**Bob Hoover Academy - Every Kid Can Fly:** Bob Hoover Academy - Every Kid Can Fly (*Every Kid Can Fly*) was an after-school program created in 2014 by world-famous airshow pilot Sean Tucker and his corporate pilot son, Eric Tucker. Troubled by the stories coming out of Sean's hometown of Salinas, *Every Kid Can Fly* was created to empower and inspire all kids through flying. By countering the depth of trauma with the height of inspiration, *Every Kid Can Fly* taps into what every kid is born with. and it is for the kids who need it the most. With after school time being limited, a revolutionary administrator at Monterey County Office of Education (MCOE) stepped in to form a transportation-pathway diploma-earning high school classroom in January 2016. The program is now a full-time public-private partnership between MCOE and the Bob Hoover Academy (BHA), named after the legendary military, test-pilot, and airshow performer Bob Hoover. BHA strives to incorporate Bob Hoover's character traits into its work and with its students. *Every Kid Can Fly* offers weekly ground school, flight training in both an airplane and BHA's full-motion flight simulator, as well as fun and educational field trips throughout the aviation industry. BHA serves 45 Monterey County students annually. (Updated.)

**Boys and Girls Club of Monterey County:** With a mission to inspire and empower youth of Monterey County to realize their full potential to become responsible, healthy, productive and successful citizens. The Boys and Girls Club of Monterey County has been part of the community since 1968 and operates two Clubhouses serving an average of 500 children a day utilizing high-quality programs provided by trained youth development professionals. Staff and volunteers serve as trusted mentors and advocates for youth, offering every child an opportunity focused on positive expectations, recognition, and guidance in a safe and fun environment. The goal of the Boys and Girls Club of Monterey County is that every child served performs at grade level, graduates from high school, completes post-secondary education or training, and earns a livable wage as a productive, healthy member of the community. (Updated.)

**California Rodeo Salinas:** For over 25 years, the California Rodeo Salinas has hosted a Special Buckaroos Rodeo inviting Monterey County special needs children to participate in becoming cowboys and cowgirls for the day, including the opportunity to rope a steer 'dummy,' ride a stick horse, ride or pet a horse,

and meet professional rodeo contestants. Each child receives a contestant bag and trophy. The Rodeo also hosts a private carnival for special needs children and provides the opportunity to experience the fun of the carnival without the crowds. Another 20+ year event that has benefited local youth is the Cowboy Music & Poetry Gathering where approx. 50 students participate each year by writing poems. Age categories are 8-10, 11-13, and 14-16 years. Winners attend an event to read their poems and enjoy festivities. In 2023, the special day at the carnival served 29 Monterey County students and their families for a total of 128 people. The Special Buckaroos Rodeo is offered annually. California Rodeo Salinas donates 200 tickets to 24 Monterey County students and their families to attend each year. (Updated.)

**Carmel Ideas Foundation/Student Ideas Festival and Festival 2 Schools:** Since 2009, thousands of middle and high school students in Monterey County have been invited to attend the Student Ideas Festival of the Pebble Beach Authors and Ideas Festival. In 2021 and 2022, the event was videotaped and sent to all schools to allow larger participation. For several years, the “Festival 2 Schools” program has brought outstanding presenters into county schools for large group assemblies. Inspirational speakers range from comedians to scientists, physicians to musicians, and even included former Secretary of State Condoleezza Rice and former U.S. Supreme Court Justice Sandra Day O’Connor. The foundation is committed to improving students’ English language skills through reading, writing, speaking, and critical thinking. The Foundation has also sponsored the countywide Big Read and has donated thousands of books to Monterey County Schools. Carmel Ideas Foundation serves in excess of 1,000 students annually. (Updated.)

**Centro Binacional para el Desarrollo Indigena Oaxaqueno (CBDIO):** Beginning in 1993 in Fresno, CA, CBDIO has expanded to Monterey County with offices in Greenfield and Salinas. CBDIO is a key partner with school districts serving indigenous students. As educators, we know that language is vital to human connection and the Indigenous Languages Interpreting Services offered by CBDIO have supported schools in building vital relationships with families and students. CBDIO provides services that support family engagement in school and promote student academic achievement. CBDIO’s Indigena Xina Naa Vali / Nacao Snia / Children First programs build a foundation for early literacy with a focus on promoting indigenous customs and languages for children 0-5 years old. CBDIO provides community health education focused on prevention and treatment of illness that cause chronic absenteeism and learning loss for students. Through their family leadership trainings/Naa Xini, Indigenous Youth Conference, and facilitation of community meetings, CBDIO, in collaboration with local school districts, has had a positive impact on student learning and improved school outcomes.

**Door to Hope:** Since 1971, Door to Hope has provided a residential treatment center for women who struggle with alcohol, drug addiction, and mental health needs. Door to Hope also provides several caring programs that help infants, children, teenagers and families. These programs include: MCSTART program for infants exposed to trauma, alcohol and other drugs; Integrated Co-Occurring Treatment for Youth program that assists teens struggling with drug and mental health problems; Foster and Adoptive Mentors program for parents; and quality parent and early childhood education programs that provide services to thousands of at-risk children, and helps to keep families together and children out of the welfare system through the Pathways to Safety program.

**Evans College Incentive Program (CIP):** Established in 2015 by Monterey Peninsula College, the Evans College Incentive Program (CIP) was designed to improve college degree attainment rates among socioeconomically disadvantaged and underrepresented youth in higher education. Based on the level of obstacles the students face such as unstable housing, their role in the family to care for siblings, contributing to the household financially, etc., CIP makes life-changing differences for students at pivotal times in their lives. Rather than expecting students to self-identify, CIP’s nominations process proves

highly effective in reaching students from low-income, ESL families, first-generation students and those in foster care, as well as those who do not see themselves as college material. As a result of CIP's support, CIP students outpace average MPC students for staying in school, transferring to four-year universities at a higher rate, and ultimate completion rates even if they finish later on. Demonstrating a commitment to the most vulnerable, at-risk students, CIP is a transformative program designed to reach those students who, through circumstances beyond their control, may slip through the cracks and never have the opportunity to attend college. CIP serves approximately 100 students annually throughout Monterey County. CIP serves 120-130 socioeconomically challenged students annually. (Updated.)

**Girls' Health in Girls' Hands:** Girls' Health in Girls' Hands (GHGH), a Signature Program of the Boys & Girls Clubs of Monterey County (BGCMC), aims to address women's health issues and cultivate girls' leadership, serving girls aged 8-18. Through GHGH, girls receive opportunities to enhance their leadership skills, build resilience, foster compassion, and embrace their authentic selves. The program's three-tier approach starts with Program Facilitation, which has reached 225 girls in Greenfield and Soledad's elementary schools, 126 middle schoolers, and 134 high school girls in Seaside, Salinas, Soledad, and Greenfield this year. These activities empower participants to explore their health and personal interests in a safe environment. The Girls Leadership Network allows 25 girls to assume school and community representation roles, fostering advocacy and leadership. Lastly, the Annual Summit, led by these young leaders, brings together over 200 girls to enhance skills, expand interests, and support their mental and emotional well-being, underpinning GHGH's commitment to empower and invest in the holistic health of young women in Monterey County. (Updated.)

**Hartnell College Mi CASA:** Mi CASA is open to all undocumented students in the community. Mi CASA provides specialized services and assistance with higher education for all Dreamer-undocumented students. Students who register to be part of Mi CASA receive additional benefits. Mi CASA Dreamers are all students without U.S. citizenship or permanent residents; that includes all AB 540, SB 68, DACAmented and all other undocumented students. Hartnell College is committed to supporting students regardless of their residency status.

**Monterey Peninsula College (MPC) Basic Needs Program:** MPC's Basic Needs Program was established in 2022 to expand and enhance support to all MPC students who are economically impacted and who struggle with living insecurities. Beginning with its 2022 pilot program designed to expand outreach for CalFresh services and California Low-Cost Auto Insurance, the Basic Needs Program continues to educate students about available programs, encouraging them to apply for valuable resources, all the while raising awareness and reducing the stigma of economic challenges - such as food, housing and transportation insecurities. The Basic Needs Program's priority is to create a student-centered, equity-minded, trauma-informed, inclusive environment to connect students with available resources and increase the amount of direct assistance to them. In 2022, the program served 421 Monterey County students in its first year 2022, which increased to 1662 by Fall 2023. (Updated.)

**National Steinbeck Center:** The Award-winning Steinbeck Young Authors (SYA) program, which began its 19th year in the fall of 2021, has educated and inspired over 60,000 students, serving over 6,000 elementary, middle, and high school students annually. The Writers Camp motivates middle school students to discover their power of expressing themselves with written word. Steinbeck Young Authors teachers select students to attend a special Day of Writing at the Steinbeck Center, in which they write an essay combining their personal life experiences and their studies of a John Steinbeck novel. Students are paired with a volunteer writing coach who reviews their work with them, and then students have the opportunity to edit their essays and turn them in for a final review. A panel of experts judge the

students' work. All participants are invited to celebrate their accomplishments and award recipients are acknowledged at an award ceremony. Additionally, the National Steinbeck Center hosts various educational programs and events that highlight student art displays and performing arts groups.

**Monterey County Rape Crisis Center:** The Monterey County Rape Crisis Center's (MCRCC) mission focuses on providing ongoing advocacy, support, and healing for victims and survivors of sexual assault, human trafficking and child abuse, and to prevent sexual violence through education. The MCRCC provides comprehensive programs for, and presentation to, high school and middle school students. The MCRCC works to educate individuals to make safe, healthy choices towards ending sexual violence. MCRCC Outreach Team works with the youth and community to raise awareness about sexual violence and offers trainings on a variety of topics, including how to identify and respond to the threat of human trafficking and sexual assault awareness. MCRCC believes no student should face academic difficulties because of a sexual assault and advocates on behalf of a survivor to support their needs and helps them to succeed in school.

**North County Youth Recreation Association (NCYRA):** The NCYRA is a nonprofit organization, formed in 1979 and run solely by volunteers. Committed to providing a safe environment for children and their families to enjoy outdoor sports, NCYRA operates and maintains the Manzanita Youth Sports Complex. After years of planning, collaborating, and fundraising, the complex was opened in 1999, opening the way to providing organized sports to thousands of P-12 students annually. In addition to hosting sporting events locally at the Manzanita Youth Sports Complex, the NCRYA has hosted BMX Olympic Qualifiers and Little League Championships. The youth sports complex, which continues to improve and grow, is a shining example of what a community can accomplish when they come together for a common goal. The NCYRA continues to be a pillar of support for children, families, and the community of North Monterey County at large.

**Pacific Grove Museum of Natural History:** Filling a need for science education at a time that is difficult to provide laboratory classes to students, the museum supports teachers with teacher workshops, classroom field trips, classroom activity kits, and free videos. Science, history and art programs are free to all schools in the county and provide different programs for pre-K through twelfth grade students. The museum partners with organizations such as the Monterey Art Museum, Colton Hall and the Pacific Grove Butterfly Sanctuary to create joint programs for students. The museum organizes transportation grants to pay for the bus costs for schools with students from low socioeconomic groups. Since the pandemic began, the museum has created virtual programs for students and works with schools to provide free virtual field trips.

**Partners for Peace (P4P):** For 28 years, Partners for Peace has served Monterey County *by building strong families for a peaceful community*. P4P is delivering online or in-person, English or Spanish, ten-class series workshops to six hundred fifty families per year. The Strengthening Families Program, Parent Project, Sr., and Loving Solutions classes provide family prevention/intervention education for families with at-risk children with difficult behaviors. The classes build bonding, boundaries, and monitoring skills by providing parents/caregivers with tools to help them build strong and healthy relationships with their youth. Students ages 5-17, and their parents/caregivers build communication and problem-solving skills, and receive tools to enhance youth peer resistance skills, end or prevent drug and alcohol use or gang behaviors, and promote healthy social media/eating and sleeping habits, and school success skills. Partners for Peace collaborates with school districts, Monterey County Behavioral Health, and MCOE on the Mental Health System and Support Programs. Partners for Peace programs include a youth STEP UP weekly group mentoring program for seventh and eighth grade

youth. P4P serves Monterey County students in both online/in-person classes offered to 650+ Monterey County families in English or Spanish, annually. (Updated.)

**Read to Me Project:** The Read to Me Project (RtMP) takes a preventative approach to address the systemic cause of most societal issues - low literacy. Established in 2011, RtMP is dedicated to equipping preschoolers with the fundamental building blocks of early literacy that ensure they are well-prepared for learning how to read, regardless of the teaching methods employed by their future teachers. Data shows that RtMP improves reading fluency in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students in the program. Fostering parent engagement, RtMP offers “The Key to Infinite Opportunities” (Infinite Opportunities). Infinite Opportunities focuses on educating parents, particularly those with limited educational backgrounds, about their crucial role as their child's first teacher, empowering parents with the knowledge and tools to foster their child's language and vocabulary development during the critical first five years of their life. The Read to Me Project annually impacts, on average, 3,000 4th, 5th, and 6th grade students, and little ones aged 6 months to 5 years old. To date, the program has served more than 25,500 children in Monterey County. (Updated.)

**Restorative Justice Partners, Inc. (RJP):** RJP brings together those affected by an offense, those causing harm, their families, and other key stakeholders, in a restorative justice process. Restorative justice is proven to be effective to help those who have offended understand the implications of their actions and provide those, who have been victimized, a voice in the restoration process. RJP provides guidance to educate families and help them with effective communication through various support services. In partnership with RJP, school environments remain a hub for social care in times of change through implementing Restorative Justice in the Schools (*RJ in Schools*) programming. *RJ in Schools* offers professional development for staff, peer mediation training for students, and practical tools for building communities and finding solutions with one another. Trained on-site *RJ in Schools* facilitators work diligently to help transform conflict into opportunities for empathy, accountability and reparation. *RJ in Schools* began in 2010. During the last academic year 68 peer mediators were trained at three elementary schools. Since 2010 the program has grown actively to serve nearly 25 schools across five K-12 districts in Monterey County. (Updated.)

**SVMH Mobile Health Clinic:** The SVMH Mobile Health Clinic is dedicated to improving the health of the community by increasing access to care for those in medically underserved areas, and providing preventative and primary care where it is needed. Healthcare services during its weekly community visits include: COVID vaccines and testing, primary and urgent care, health screenings, immunizations, and health education. All services are currently free of charge. The mobile clinic is a state-of-the-art, 30' vehicle featuring two exam rooms, Wi-Fi, laboratory capabilities, and educational functionalities. It is staffed with a Nurse Practitioner or Physician Assistant, Medical Assistant, Licensed Clinical Social Worker or Community Health Advocate.

**Sol Treasures:** A full-time, comprehensive Art and Cultural Enrichment Center in King City, Sol Treasures serves all of South Monterey County. While previously volunteering in North Monterey County, Sol Treasure's active programs are limited to the southern region with primary service and impact concentrated to the rural towns of South Monterey County. Through online and in-person classes, Sol Treasures provides art enrichment and performance activities for students and community members, including visual, music, and performing arts in the schools and in after-school programs. Following the pandemic, as a new initiative, Sol Treasures developed an interactive art gallery with docent tours tailored for schools. Sol Treasures recognizes the connection between the arts and the development of meaningful relationships, positive mental health, and parenting. In light of this, Sol Treasures is in the beginning stages of offering classes to parents at the King City Migrant Center designed to connect with them and offer cultural enrichment through the arts. Through 14 programs, Sol Treasures serves an

average of 300 individuals weekly, 210 of which are students including Children's Musical Theatre and SOL-O Youth Strings Orchestra, plus art enrichment classes in four school districts and four CHISPA sites. (Updated.)

**Special Kids Connect:** Founded in 2007 by parents of children with developmental disabilities, Special Kids Connect supports families by connecting them with community resources and empowering them to become effective self-advocates for their children's needs. Headquartered in Monterey, Special Kids Connect operates, Monday through Saturday, out of 5 additional satellite locations in Salinas, South County, and North County where it offers 1:1 trilingual support (English, Spanish, and Trique) and guidance on issues relating to special education and social service acquisition. Special Kids Connect hosts monthly virtual parent education workshops, quarterly in-person resource fairs, annual in-person educational conferences, operates STAR (Special Toys & Resources) adaptive-toy lending library, and offers a portfolio of REACH recreational programs throughout the county that promote youth social skills development through inclusive interaction with neurotypical peers in community settings. Through a variety of programs (1:1 support, REACH recreational programs, educational workshops, resource fairs and STAR toy lending library), Special Kids Connect served over 2,000 Monterey County students in the past twelve months. (Updated.)

**Sunset Cultural Center - Classroom Connections:** offers students throughout Monterey County opportunities to experience the arts through its arts education program "Classroom Connections." Classroom Connections brings together students and nationally touring performers with unique classroom and theater visits designed to foster imagination, confidence, and a sense of possibility. The program begins when Sunset educators prepare students for the performer's classroom visit, sharing relative lesson plans. Next, performers visit schools to work directly with students in their classrooms. Students then take a field trip to Sunset Center Theater to see the performer's live matinee. Post-performance, Sunset Center educators return to the classroom to discuss the student's experience. Since 2008, Classroom Connections has served over 13,000 Monterey County students. Classroom Connections is offered at no charge to participants. (Updated.)

**The Arts Council for Monterey County:** The Arts Council for Monterey County (Arts4MC) mission is to improve the quality of life for everyone in our region through the arts. Arts4MC enhances students' lives by providing visual and performing arts education to over 25,000 youth, seniors, and veterans across the county. Founded in 1982, Arts4MC, supported by local entities and grants, promotes economic health through cultural services. The council's backing of 100+ arts organizations strengthens the cultural landscape, offering students diverse opportunities for engagement. Additionally, Arts4MC's commitment to inclusivity and celebrating diverse voices ensures that its programs resonate with the community, contributing to a vibrant and culturally rich environment for students in Monterey County.

**The Epicenter:** Established in 2014, The Epicenter exists to empower at-risk and system-involved youth ages 16-24. To improve youth outcomes in Monterey County, The Epicenter connects at-risk youth to community resources that provide them the opportunities for equity and hope that will help them to flourish. The Epicenter is committed to increasing the number of foster youth entering into higher education. The Epicenter is centrally located in Salinas and provides three days per week of drop-in services for any youth in need. One-on-one coaching is available, workshops are offered, and referrals are made to services countywide.

**The Monterey County Agricultural & Rural Life Museum (MCARLM):** MCARLM is a Monterey County facility that interprets artifacts and stories from the late 1800s through World War II. The collections are principally agricultural-related and specific to local history. The museum complex has 7 buildings, including the Exhibit Barn, Olson Blacksmith Shop, Tractor and Harvester Shed, and the History of Irrigation Museum, the historic Spreckels House, La Gloria Schoolhouse, and the King City Train Depot. All are completely furnished with turn-of-the-century artifacts. Outside exhibits showcase antique farm equipment dating from the late 1800s into the 1940s. The main Exhibit Barn features display the development of Salinas Valley agriculture and rural life from the late 1700s to 1940. MCARLM's hands-on programs, (from its popular elementary school gold rush field trips to free historical buildings walkthrough tours) place visitors at the center of the story as history unfolds around them. MCARLM serves Monterey County students with a 4<sup>th</sup> grade Jamboree annually, and provides tours conducted by, and videos created by, local student interns.

**The Wahine Project:** The Wahine Project was created in 2010 as a worldwide effort to reach young girls who otherwise would not have resources that would allow them to surf. In 2015, The Wahine Project expanded their sessions to provide opportunities to all youth, now offering a wide range of programming to a diverse range of youth in a Safe Space environment. Whether geographical, financial or lack of equity, The Wahine Project seeks to break down the barriers that prevent the participation of youth in ocean sports and provide them the opportunity to see that they have equal access to the water. As a result of this relationship, youth increase their awareness to the vast possibilities of a future that will amplify their voice in climate change and environmental justice, and give them a sense of social responsibility that the ocean uniquely provides. The Wahine Project serves approximately 2,000 Monterey County students, annually, from as far south as San Ardo and north to the corner of Pajaro. (Updated.)

**United Way of Monterey County (UWMC):**

United Way of Monterey County (UWMC) is dedicated to enhancing the well-being of children and their families by offering a diverse range of support and opportunities countywide. Our initiatives include:

**Stuff the Bus Program:** Providing over 4,500 new backpacks with essential school supplies annually to students experiencing homelessness.

**Preschool Service Corps:** Offering tutoring activities for preschool children to bolster their readiness for kindergarten.

**Emergency Rent Assistance Program:** Extending critical financial aid to families through our Smart Referral Network software and 211 Call Center, with millions disbursed in support.

**Volunteer Income Tax Assistance:** Assisting eligible residents in completing their taxes and securing much-needed refunds.

**211 Monterey County:** Operating a free information and resource helpline that connects residents with vital services, including home meal delivery, COVID vaccinations, rent and utility assistance, affordable broadband access, and support services.

At UWMC our mission is to engage the community and focus resources on improving the lives of children and their families. In Fiscal Year 2022-2023, United Way Monterey County served 4,742 children across Monterey County. (Updated.)



**Village Project:** Founded to help meet the needs of the under-served African American Community, as a result of the passage of the Mental Health Services Act (MHSA) of 2004, the Village Project provides counseling services to individuals or families in need. Open to people countywide in an effort to produce positive outcomes for families and children, the Village Project partners with community organizations, schools, faith-based institutions, and other agencies in order to collectively support children and families of all cultures. Village Project created the Amanyatta program to serve as a buffer for students of African descent as they navigate environments which often denigrate their heritage and view them negatively. The program helps increase their understanding of their history and culture, bolster self-esteem, and provide an emancipation circle where participants can share stories and feelings. Other programs include Equine Therapy, Young Ladies of Empowerment Teen Leadership Program, One Circle group to build support, and the Mae C. Johnson Education and Cultural Enrichment Academy that serves at-risk students with tutoring and enrichment activities.

**YWCA Monterey County:** A mission to eliminate racism and empower women, the YWCA has a 24-hour crisis line, domestic violence response team, human trafficking services, mental health services, trauma informed care, youth outreach and prevention services and an advocacy program that partners with schools, COVID-19 crisis assistance, suicide prevention efforts, and community training and education. YWCA provides youth empowerment through mentorship, healthy relationship modeling, professional skill development, healthy self-image, alliance building and self-confidence.

**Monterey County Human Trafficking Task Force:** In September 2021, the YWCA Monterey County hosted a one-day Human Trafficking training, bringing together over 140 professionals and community members. During this event, a groundwork for the development of a Multi-Agency Human Trafficking Task Force was laid. The collaborative initiative, known as the Monterey County Human Trafficking Task Force, involves victims service providers, law enforcement, prosecutors, and medical professionals working together to combat various forms of Human Trafficking and raise awareness within the community. In The Monterey County Human Trafficking Task Force takes a comprehensive approach to support survivors. It involves collaboration with various organizations, including YWCA Monterey County—a local nonprofit that provides victim services such as shelter, mental health support, and legal assistance. (Updated.)

**First Tee - Monterey County** - In November of 2004, First Tee - Monterey County (First Tee) took over the management of the Twin Creeks Golf Course in Salinas and began delivering its life skills curriculum to youth between the ages of 4-17 years. In November 2022, First Tee expanded its reach to south Monterey County and began operating the King City Golf Course in King City. First Tee members participate in weekly golf and life skills classes taught by recognized First Tee Coaches and PGA Apprentices. They also receive additional benefits including \$2 greens fees and large buckets of balls, free use of golf equipment and computers, friendly and competitive tournaments, scholarship opportunities, and national leadership and career exploration academies. First Tee enables kids to build the strength of character that empowers them through a lifetime of new challenges through programs that include a Healthy Habits program for healthy eating and exercising, a Computer Clubhouse for after school learning, College to Career resources, and opportunities to become a junior coach. During 2023 we anticipate serving 10,000 youth throughout Monterey County. The new facility in King City enables us to serve youth not just in the King City school district, but also youth from San Antonio, Bradley, San Ardo, and Greenfield school districts. Additionally, we also serve youth on the Monterey Peninsula and soon we will be resuming programming in North Monterey County. (Updated.)

**Rancho Cielo Drummond Culinary Academy:** Rancho Cielo Drummond Culinary Academy is dedicated to providing at-risk youth with an opportunity to gain classroom training, work experience and transferrable skills that help them become employable in the culinary and hospitality industry. The Rancho Cielo Drummond Culinary Academy is one of several programs at Rancho Cielo tailored to help transform the lives of youth through learning new skills, on the job training, and professional mentorship. The goal is to train at-risk and underserved youth, aged 16-24, in the Salinas and Monterey County area in a work environment that is conducive to learning, where they feel challenged, respected, and accountable.

**Revised 1/4/24**

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**PRIOR MCSBA EXCELLENCE IN EDUCATION AWARD RECIPIENTS:**

- 2023 – Greenfield Community Science Workshop**
- 2022 – Food Bank for Monterey County**
- 2021 - Sun Street Centers**
- 2020 - The First Tee Monterey County**
- 2019 - Community Human Services**
- 2018 - Monterey County Free Libraries**
- 2017 - Harmony at Home**
- 2016 - Boys & Girls Clubs of Monterey County**
- 2015 - Migrant Education Region XVI, Speech and Debate Tournament**
- 2014 - Girls Inc. of the Central Coast**
- 2013 - Panetta Institute’s Monterey County Reads & Lecture Series**
- 2012 - Big Sur International Marathon’s “Just Run” Program**
- 2011 - Monterey County Agricultural Education’s Farm Day**
- 2010 - Silver Star Youth Program Partners**
- 2009 - Judge John Phillips (retired), Rancho Cielo**
- 2008 - Buck Roggeman (Coach/Teacher) of PG and Lee Canter**
- 2007 - District Attorney Dean Flippo, Truancy Abatement Program**

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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 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:** School Board Recognition Month January 2024

**DATE:** January 25, 2024

**PERSON RESPONSIBLE:** Dr. Linda Adamson, Superintendent

**RECOMMENDATION:**

The Administration recommends that the Board of Education adopt Resolution Proclaiming January 2024 as School Board Recognition Month..

**BACKGROUND:**

January is school board recognition math, a time to salute more than 5000 California school district and county office of education board members – the largest group of elected officials in the state – that aid in supporting student success by establishing their local educational agency’s mission, vision, policy, priorities, budget, and benchmarks.

Trustees provide a critical accountability link between schools and the community and offer a level of accessibility to voters that is unrivaled by other public officeholders. It is for these many reasons that we wish to recognize our hard-working board members while ensuring that our community is aware of the important role that school boards play in schools and their communities.

**INFORMATION:**

PGUSD is proud to join more than 1,000 local educational agencies in the state in recognizing the contributions of board members during School Board Recognition month. As schools continue to work to accelerate learning and support student wellness post pandemic, board members play a key role in setting the foundation, policies and priorities to support optimal student outcomes.

Board members are our elective representatives and a vital link between the school district and the community. The board sets the foundation and vision for the district, directs resources where they are most needed, and ensures accountability to the community by monitoring progress toward goals. Their end goal, of course, is to support and elevate student achievement.

Please join me in saluting our hard-working board members for the support of our students, effective policies, and for their continuing advocacy for more resources at the state level.

**FISCAL IMPACT:**

None

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**

**Proclamation Proclaiming January 2024 as**

**School Board Recognition Month**

**WHEREAS**, an excellent public education system is vital to the quality of life for all California, citizens and communities; and

**WHEREAS**, our public education system has faced and preceded circumstances these past three years as a result of the COVID-19 pandemic; and

**WHEREAS**, our local board of education continues to act to ensure children's academic, Social emotional, physical and mental health needs on mate at a time when students need consistent services most; and

**WHEREAS**, board of education members continue to advocate to best serve the children in our community each and every day; and

**WHEREAS**, local board of education members are committed to children, and believe that all children can be successful learners, and that the best education is tailored to the individual needs of the child; and

**WHEREAS**, board of education, members work closely with parents, educational professionals and other community members to create the healthiest environments possible we all students can thrive; and

**WHEREAS**, board of education members are responsible for building and maintaining the structure that provides a solid foundation for our school system; and

**WHEREAS**, board of education members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public expectations to the district; and

**WHEREAS**, the mission of the public schools to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world is more poignant than ever before;

**NOW, THEREFORE, I**, Dr. Linda Adamson, do hereby declare my appreciation to our members of the board of education and proclaim the month of January 2024, as School Board Recognition month in Pacific Grove Unified School District, Monterey, CA. I urge all community members to join me in recognizing the dedication and hard work of local school board members, and in working with them to create an education system that meets the needs of our children.

AYES:

NOES:

ABSENT:

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Brian Swanson, President

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Elliott Hazen, Vice President

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Jennifer McNary, Board Member

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Laura Ottmar, Board Member

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Carolyn Swanson, Board Member

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Dr Linda Adamson, Superintendent

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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 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               |
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**SUBJECT:** Board Calendar/Future Meetings

**DATE:** January 25, 2024

**PERSON(S) RESPONSIBLE:** Linda Adamson, Superintendent

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**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 August-December 2023

*Closed Session times vary*

*Open Session begins at 6:30 PM*

Thursday, August 3	<b>Regular Board Meeting</b> ✓ Quarterly Facilities Project Updates* ✓ Review of Legal Services Costs
Thursday, August 17	<b>Regular Board Meeting</b> ✓ Student Enrollment Update ✓ Property Tax Report
Thursday, September 7	<b>Regular Board Meeting</b> ✓ Quarterly District Safety Update* (Superintendent Report) ✓ CSBA Policy Update ✓ Cultural Proficiency/Equity Presentation
Thursday, September 14 <i>Closed Session: 5:30 PM</i>	<b>Special Board Meeting</b> ✓ Unaudited Actuals ✓ Board Goals Discussion
Thursday, September 21 <i>Closed Session: 5:30 PM</i> <i>Open Session: 6:30 PM</i>	<b>Regular Board Meeting</b> ✓ Williams Uniform Complaint Report ✓ Resolution for the GANN Limit for 2023-2024
Monday, October 2 <i>Closed Session: 5:30 PM</i> <i>No Open Session</i>	<b>Special Board Meeting- Closed Session</b> ✓ Candidate selection- Superintendent
Thursday, October 5 <i>Closed Session: 5:30 PM</i> <i>Open Session: 6:30 PM</i>	<b>Regular Board Meeting</b> ✓ Week of the School Administrator ✓ Board Goals check-in
Tuesday, October 10 <i>Closed Session: 9 AM-5PM</i> <i>No open Session</i>	<b>Special Board Meeting- Closed Session</b> ✓ Candidate interviews- Superintendent
Thursday, October 12 <i>Closed Session: 5:30PM</i> <i>Open Session: 6:30 PM</i>	<b>Special Board Meeting- Closed Session</b> ✓ Negotiations- Superintendent
Thursday, October 26 <i>Closed Session: 5:30 PM</i> <i>Open Session: 6:30 PM</i>	<b>Regular Board Meeting</b> ✓ Quarterly District Safety Update (Superintendent Report) ✓ Budget Revision #1 on 2023-24 working budget (preliminary First Interim) ✓ CAASPP/ELPAC Review of Data
Thursday, November 2 <i>Closed Session: 5:30 PM</i> <i>Open Session: 6:30 PM</i>	<b>Regular Board Meeting</b> ✓ TBD
Thursday, November 16 <i>Closed Session: 5:30 PM</i>	<b>Regular Board Meeting</b> ✓ Intent Form Due (to serve as Board President/Clerk)

<i>Open Session: 6:30 PM</i>	<ul style="list-style-type: none"> <li>✓ Review of Special Education Contracts</li> <li>✓ PGHS Course Bulletin Information/Discussion</li> <li>✓ CSBA Policy Update</li> </ul>
<p>Thursday, December 7</p> <p><i>Closed Session: 5:30 PM</i></p> <p><i>Open Session: 6:30 PM</i></p>	<p><b>Regular Board Meeting</b></p> <ul style="list-style-type: none"> <li>✓ District Goals Update</li> <li>✓ Annual Cultural Proficiency Implementation Plan</li> <li>✓ Quarterly Facilities Project Updates</li> </ul>
Tuesday, December 12	<p><b>Special Board Meeting – Closed Session</b></p> <p>Board Governance and self-evaluation</p>
Thursday, December 14	<p><b>Organizational Meeting</b></p> <ul style="list-style-type: none"> <li>✓ Election of 2023-24 Board President and Clerk</li> <li>✓ First Interim Report</li> <li>✓ PGHS Course Bulletin Action/Discussion</li> <li>✓ Williams Uniform Complaint Report</li> <li>✓ CSBA Board Comments</li> <li>✓ Employee Recognition</li> <li>✓ CSBA Policy Update</li> </ul>



## Board Meeting Calendar January-June 2024

*Closed Session times vary*

*Open Session begins at 6:30 PM*

Thursday, January 11	<p><b>Regular Board Meeting</b></p> <ul style="list-style-type: none"> <li>✓ Superintendent Goals- midyear check-in</li> <li>✓ Preliminary Enrollment Projection for 2024-25</li> <li>✓ Property Tax Update</li> <li>✓ Resolution recognizing February as Black History Month</li> <li>✓ School Accountability Report Cards</li> </ul>
Thursday, January 25	<p><b>Special Board Meeting</b></p> <ul style="list-style-type: none"> <li>✓ Board NCBI Training</li> <li>✓ School Accountability Report Card</li> <li>✓ HR SSC Report Plan</li> </ul>
Thursday, February 8	<p><b>Regular Board Meeting</b></p> <ul style="list-style-type: none"> <li>✓ Report on Governor’s Budget Proposal</li> <li>✓ Budget Development Calendar</li> <li>✓ Preliminary Review of Site Master Schedules</li> <li>✓ 2023-24 Audit Report</li> <li>✓ Approve Aug.- Dec. 2024-25 Board Meeting Calendar</li> <li>✓ Quarterly Facilities Project Updates*</li> <li>✓ Resolution recognizing March as Women’s History Month</li> <li>✓ LCAP 2023-2024 Midyear Report</li> <li>✓ LCAP Update</li> <li>✓ CSBA Policy Update</li> <li>✓ ABM Building Solution, LLC Construction Agreement: Public Hearing and Contract Approval</li> </ul>
Monday, March 4 4:00-8:00 PM	<p><b>Special Board Meeting</b></p> <ul style="list-style-type: none"> <li>✓ Board Governance Training</li> </ul>
Thursday, March 7	<p><b>Regular Board Meeting</b></p> <ul style="list-style-type: none"> <li>✓ Second Interim</li> <li>✓ TRAN Resolution</li> <li>✓ Williams/Valenzuela Uniform Complaint Report</li> <li>✓ Possible Personnel Action Presented as Information (RIF)</li> <li>✓ Board considers legislative action at local and state levels</li> <li>✓ Board Goals Study Session</li> <li>✓ School Resource Officer Contract</li> <li>✓ Cultural Proficiency Implementation Plan Presentation</li> <li>✓ M.C. Kimball &amp; Associates Inc. Safety Report Presentation</li> </ul>

Thursday, March 21	<b>Special Board Meeting (TBD)</b> ✓ TBD
Thursday, April 4	<b>Regular Board Meeting</b> ✓ Review of Strategic Plan and LCAP (as needed) ✓ Quarterly District Safety Update (Superintendent Report) ✓ District Goals Update ✓ Begin Superintendent Evaluation ✓ CSBA Policy Update ✓ Resolution recognizing May as Asian American Pacific Islander Heritage Month
Thursday, April 18	<b>Special Board Meeting (TBD)</b> ✓ TBD
Thursday, May 9	<b>Regular Board Meeting</b> ✓ Continue Superintendent Evaluation ✓ Board Goals for 2024-25 ✓ Review of Site Master Schedules ✓ California Day of the Teacher ✓ Week of the CSEA Employee ✓ Retiree Recognition
Thursday, May 23	<b>Regular Board Meeting</b> ✓ Complete Superintendent's Evaluation ✓ 2024-25 Board Goals ✓ Review Governor's Revised Budget ✓ Suspensions/Expulsions Annual Report ✓ 2024-25 Budget Public Hearing ✓ LCAP Public Hearing ✓ Resolution recognizing June as LGBTQ+ Month
Thursday, June 6	<b>Regular Board Meeting</b> ✓ Williams/Valenzuela Uniform Complaint Report ✓ 2024-25 Budget Public Adoption ✓ LCAP and Local Indicators Adoption ✓ Approval of Contracts and Purchase Orders for 2024-25 ✓ The Declaration of Need for Highly Qualified Educators ✓ Resolution recognizing Juneteenth ✓ Declaration of Need for Highly Qualified Educators

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

**SUBJECT:** 2022-23 SSC Organizational Review of PGUSD Human Resources - Updates

**DATE:** January 25, 2024

**PERSON(S) RESPONSIBLE:** Claudia Arellano, Director II, Human Resources

**RECOMMENDATION:**

The District Administration recommends that the Board review updates to the attached Organizational Review of Human Resources as originally presented by School Services of California, Inc. (SSC)

**BACKGROUND/INFORMATION:**

School Services of California, Inc. (SSC) was contracted by Pacific Grove Unified School District (District) to conduct an Organizational Review of the Human Resources (HR) Department and a number of recommendations were made for the department to consider and implement. Recommendations were specific to the District's operations in the following areas:

- Department organizational structure,
- Culture, and staffing,
- Employee recruitment, selection, hiring, and onboarding,
- and HR general policies and procedures.

SSC staff highlight that the report contains numerous recommendations and that some will require lengthy planning and implementation time, while others may require the allocation of funds to implement. Further, it is important to note that a change in culture takes time, therefore, the immediate focus is on activities mainly impacting the Human Resources department.

To assist the District in the development of a priority list for implementation, an Implementation of Recommendations chart was included. A review and status of those recommendations is here presented.

**FISCAL IMPACT:**

TBD

### Priority 1 (0-6 months)

Partially implemented
  In place
  Beginning to implement

Number <sup>1</sup>	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
1(a)	Organizational Structure	It is recommended that the District modify the job title of the Director position to Executive Director to represent the senior leadership-level of assigned duties and responsibilities.	1	Operational Change
1(a)i.	Organizational Structure	In order to maximize the function of the HR leadership role, it is further recommended that the District modify the focus of the position to operations and communicate via a revised HR organizational chart described duties that are focused on employment management.	1	Operational Change
1(b)	Organizational Structure	Modify the duties assigned to the Specialist and Technician positions to alleviate workload stressors within the department, which will also create a more streamlined approach to employment processes. The assignment of responsibility within the department staff should be clearly defined.	1	Operational Change
4(a)	Organizational Structure	The District should create a complaint log to assist with timeline management, and document concerns regarding employees. This will also help with evaluating workload impacts for District supervisors.	1	Operational Change
5	Organizational Structure	The District should revise the HR Department web page to include an updated organizational chart of employees in the department which includes the lines of reporting within HR. Also, the web page should include a menu of services listing the general responsibilities of HR staff to clearly communicate the role of the positions to the customers of the department.	1	Operational Change
20	Employee Recruitment and Onboarding	It is recommended that the District continue to monitor recruitment procedures which present hiring barriers and eliminate them from the recruitment and selection process. The District's ability to hire qualified candidates is directly related to this recommendation.	1	Operational Change

### Priority 2 (6-12 months)

Number <sup>1</sup>	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
4(b)	Organizational Structure	It is recommended that the District continue to offer training for supervisors to perform informal inquiries into employment matters. This will help in determining the appropriate response to the concern, in addition to creating opportunity to resolve matters at the lowest possible level.	2	Operational Change
7	HR Department Operations	Provide professional learning opportunities for all HR staff. Professional development is essential in ensuring that HR staff have the tools and job knowledge necessary to perform their jobs effectively. With priority, HR Leadership should implement a professional training plan for all HR staff.	2	Fiscal Impact/Operational Change
11	HR Department Operations	Standardize software platforms that are authorized for staff use and the development of professional learning plans for staff so that they possess the skills necessary to operate the District's systems. The implementation plan also includes support from the Technology Department and District administration.	2	Operational Change

14	Employee Recruitment and Onboarding	Develop a comprehensive recruitment plan and budget. The recruitment plan should address the staffing needs of the District based on enrollment projections and any changes to programs or services being provided. Additionally, the recruitment plan should include a timeline for activities, identify the roles and responsibilities of school site and HR Department staff, and identify needed resources (time, staffing allocations, and money) to support plan implementation.	2	Fiscal Impact/Operational Change
15	Employee Recruitment and Onboarding	The District should continue to maintain a digital onboarding process as it is the first step in retaining newly hired employees. This includes creating standards involving an HR contact as new hires should be contacted within 24 hours after an offer of employment is made.	2	Operational Change
18	Employee Recruitment and Onboarding	Reevaluate written selection and hiring procedures. The HR Department should ensure employee selection and hiring is guided by written procedures and that they are consistently implemented with fidelity—this should apply to the hiring of certificated staff and classified staff.	2	Operational Change
19	Employee Recruitment and Onboarding	The HR Department's recruitment plan should include objectives to increase DEI in the applicant pools.	2	Operational Change

### Priority 3 (Continuous Implementation)

Number <sup>1</sup>	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
9	HR Department Operations	The HR Department should continue to use an annual calendar to ensure it meets all timelines required by policy, statute, and local collective bargaining agreements.	3	Operational Change
14(b)	Employee Recruitment and Onboarding	The HR Department should continue to track and maintain employee hiring and attrition data and calculate multi-year averages of hiring data. This will assist in developing the unique recruitment story and provides data which helps in determining if further staffing resources are needed to support the work.	3	Operational Change
16	Employee Recruitment and Onboarding	In order to ensure the District's hiring processes are legally compliant, and to ensure they support a diverse workforce, it is imperative that hiring managers are provided with formal and ongoing training on recruitment and selection procedures.	3	Operational Change
17	Employee Recruitment and Onboarding	The District is encouraged to continue utilizing strategic practices which encourage employment in the special education program. The District has developed pathways to employment through various methods, including partnerships with local programs and universities, and creating robust paraprofessional job descriptions which encourage a transition to a career in teaching.	3	Operational Change