LCFF Budget Overview for Parents

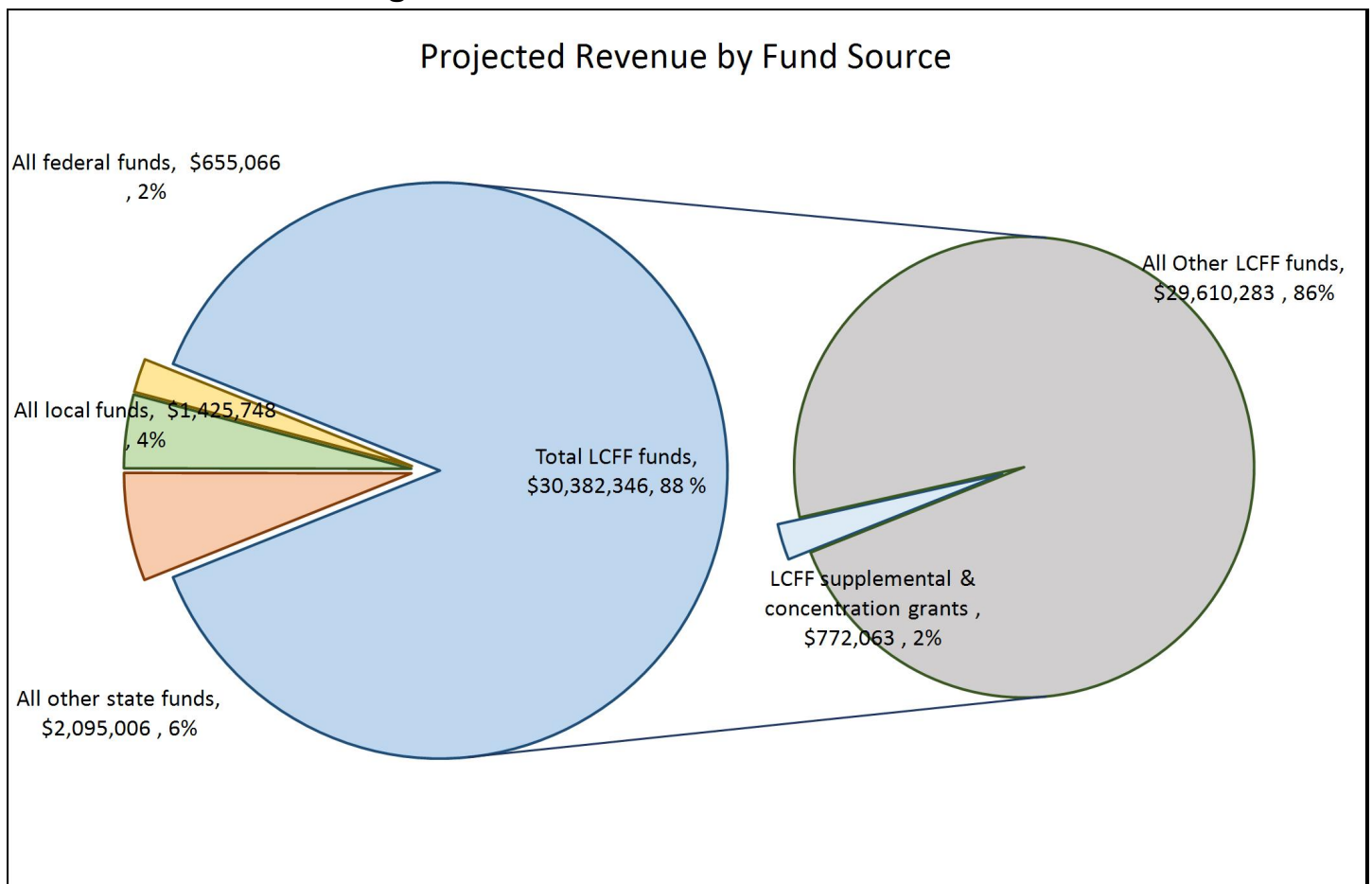Local Educational Agency (LEA) Name: Pacific Grove Unified School District

CDS Code: 27661340000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ana Silva, Director of Curriculum & Special Projects

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $655,066 , 2%

All Other LCFF funds, $29,610,283 , 86%

All local funds, $1,425,748 , 4%

Total LCFF funds, $30,382,346, 88 %

LCFF supplemental & concentration grants , $772,063 , 2%

All other state funds, $2,095,006 , 6%

This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Pacific Grove Unified School District is $34,558,166, of which $30,382,346 is Local Control Funding Formula (LCFF), $2,095,006 is other state funds, $1,425,748 is local funds, and $655,066 is federal funds. Of the $30,382,346 in LCFF Funds, $772,063 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
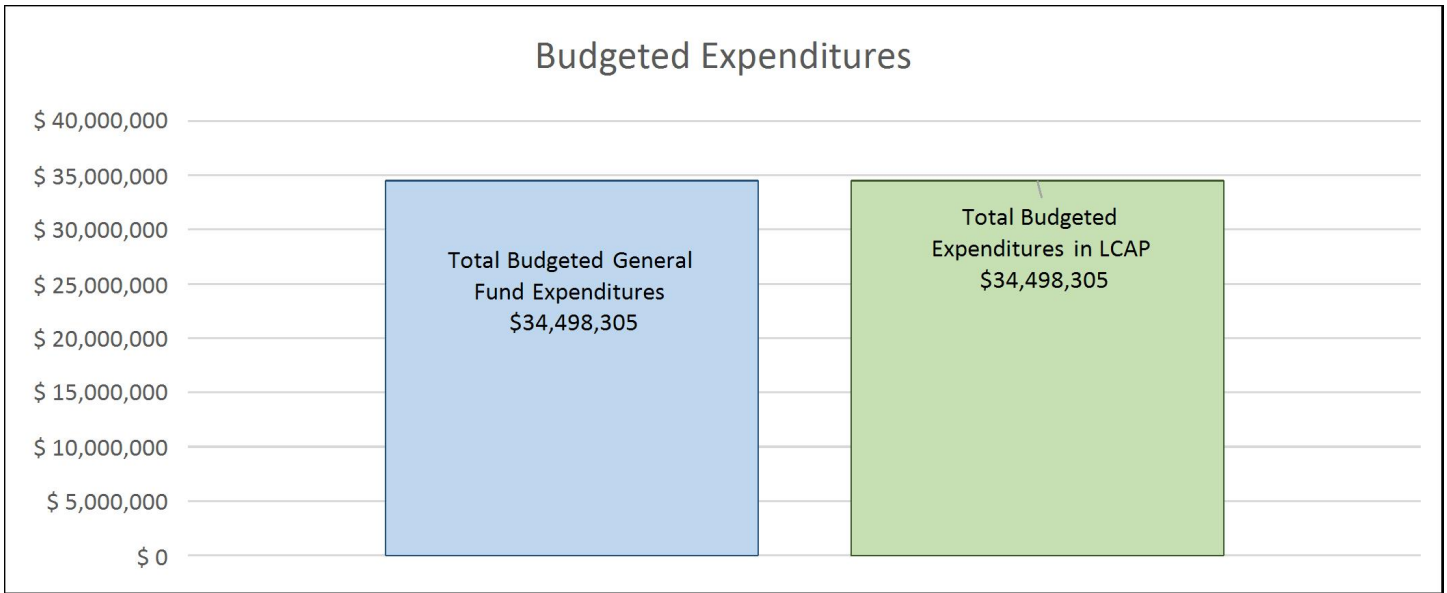
This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific Grove Unified School District plans to spend $34,498,305 for the 2019-20 school year. Of that amount, $34,498,305 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

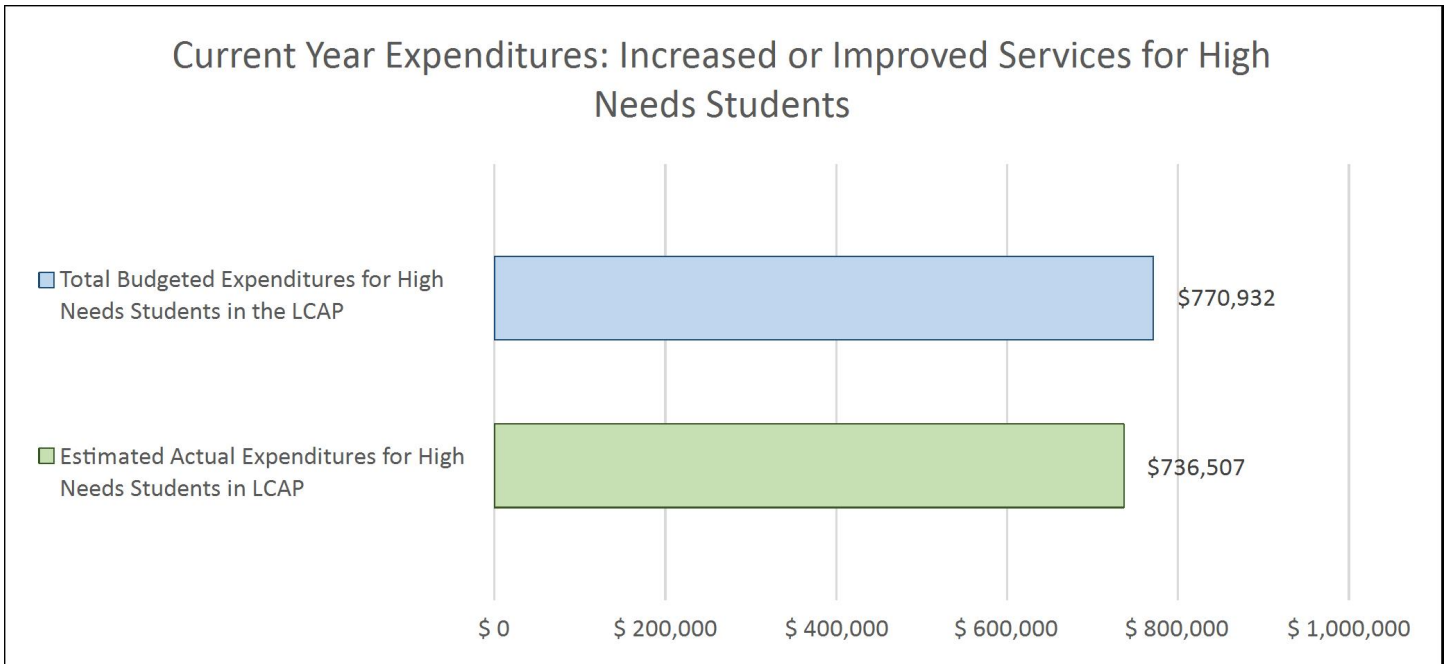## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Pacific Grove Unified School District is projecting it will receive $772,063 based on the enrollment of foster youth, English learner, and low-income students. Pacific Grove Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Pacific Grove Unified School District plans to spend $793,384 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
Intervention programs at the elementary level to address both English Language Arts and Math with certificated staff and instructional aids. At the secondary level there are sections allocated to provide support for students in English Language Arts and Math, provide academic, social, emotional counseling, AVID (Advancement Via Individual Determination) a college readiness program designed to provide students with skills to be successful in college. For more information, please see the LCAP Improved and Increased Services for Unduplicated Students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$770,932
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$736,507

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000

This chart compares what Pacific Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Pacific Grove Unified School District's LCAP budgeted $770,932 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District estimates that it will actually spend $736,507 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-34,425 had the following impact on Pacific Grove Unified School District's ability to increase or improve services for high needs students: The decrease in expenditures did not impact the actions and services planned to increase and improve services for high needs students in 2018-2019. All intended actions were accomplished with success.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

The Pacific Grove Unified School District (PGUSD) offers a public education to students in grades transitional kindergarten through twelfth grade who reside in the City of Pacific Grove and a portion of Pebble Beach. There are two elementary schools – Robert Down and Forest Grove, one middle school – PG Middle School, one comprehensive high school-PG High School, and one alternative high school – PG Community High School. The District serves a diverse student population with a total enrollment of 2,086 comprised of 61.4% white, 17.2% Hispanic, 10.5% Asian, 7% two or more , 1.6% African American, 0.6 Pacific Islander, 0.3% American Indian, 1.4% not reported, 7% English learners, 16.5% Socio Economically disadvantaged.

All students in Pacific Grove Unified are taught by highly qualified and appropriately assigned teachers with instructional materials that support the implementation of the California State Standards for all core content areas. In addition to our instructional base program, all students receive physical education and a robust music program that includes vocal and instrumental instruction in grades TK-12 with appropriately assigned teachers. In order for students to thrive academically, we also address their social and emotional needs through a variety of programs at all of the school sites. We provide counseling services and school psychologists to ensure students social and emotional needs are met. Our district is dedicated to reducing class sizes especially in the primary grades and plans to add 5 additional portables at the elementary level to achieve this goal in the next 2 years. With deep gratitude to our community for the passage of the technology bond Measure A, we offer one to one devices for all students in grades 3-12 as well as sets of IPADS in grades k-2 and fully functioning computer labs at all sites.

Our district is dedicated to preparing students for college and careers with 21st century skills. The goal of our elementary schools is to promote strong literacy and mathematics instruction to support critical thinking in all content areas. The middle school builds on this foundation with content area

instruction and further developing students abilities to effectively communicate orally and in writing, think critically, collaborate, and extend learning through creativity and innovation. The high school offers academic counseling to guide students with various options for college or career through Career Technical Education pathways, courses aligned to A to G, a variety of Advanced Placement courses and dual enrollment courses with Monterey Peninsula College.

Students who are learning the English language are supported by staff with the appropriate credential to support the various language levels of our students. Students who have been identified with disabilities are taught by appropriately credentialed staff who meet each student's needs through the Individual Education Plans process. Currently our district serves 10% Students with Disabilities, .4% Foster , and .2% homeless. We strive to ensure all students receive the appropriate supports to ensure college and career readiness upon high school graduation.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year our district plan, as exemplified in the first LCAP goal, will continue to focus on ensuring all students are prepared for college and career upon high school graduation. Our base program ensures student success through systems of support that address the whole child's well being socially, emotionally and academically. Students are all taught by highly qualified teachers in safe and supporting environments in facilities that are clean and maintained to the highest standards. Students and parents are encouraged to provide input in the educational programs at each of the sites. We continue to enhance our technology infrastructure and provide digital citizenship learning opportunities for students and continue to support educational technology supports to staff through our Director of Educational Technology. Our focus on providing a safe place where students and staff is a top priority and we will continue to ensure all sites are following safety protocols in the event of an emergency.

In addition to our base program, this year we will be continuing to focus on closing the achievement gaps for our targeted student groups such as English learners, socio economically disadvantaged students, students with disabilities and foster youth. Our focus in the areas of mathematics (Goal 2) and English language arts (Goal 3) as well as any social or emotional supports to ensure these students thrive in school. We will continue to provide intervention supports at all levels. Elementary interventions will consist of classroom supports through flexible grouping models, instructional aide supports, as well as pull out and push in programs for more targeted and intensive instruction. Targeted instruction will be based on common formative assessment data that identifies student areas of need based on the California State Standards. Instructional Leadership teams will guide grade levels and departments through Cycles of Professional learning and the Professional Learning Communities process to identify student skills gaps and adjust instruction to meet student needs accordingly focused on Teacher Clarity, Success Criteria and timely feedback. We are adding an AVID 7th grade at the middle school to provide a transition to 8th grade AVID and then to the High School AVID programs. To support rigorous mathematics instruction at the conceptual and procedural levels while effectively incorporating mathematical practice, we will be continuing with the math coach to support teachers in grades k-5 with a new math adoption and grades 6-8 with targeted intervention supports. Additional support classes are offered at the middle and high school to close the achievement gap for students who are identified in the areas of English Language Arts and Math based on common formative assessments as well as other local indicators. The High school is also adding an intervention class for 10th grade students who are struggling in Math and English language arts.

Pacific Grove High School's (PGHS) Freshman Academy is designed to ease the transition from middle school to high school for our incoming freshman classes. The vision for the academy is as follows: Every student at PGHS will learn and utilize essential academic skills that will enable them to be successful in high school and beyond. The measurable goals for Freshman Academy are as follows: 1) Increase overall grade point average; 2) Increase A-G credits earned; 3) Increase overall academic skill sets; 4) Decrease behavioral issues. The success of Freshman Academy will be determined by collecting data from freshman classes prior to its implementation (control group) with data collected at the end of first and second semester from the 2019-2020 class (experimental group) .In practice PGHS's Freshman Academy will require a shared Google Classroom among all freshman teachers. This will be essential for the growth and stability of the program. PGHS's freshman geography teachers will be the practitioners of Freshman Academy's pedagogy, however it will be necessary to take inventory of every freshman teacher's input regarding specific student needs. Along with our geography curriculum we will implement the following essential components of Freshman Academy into PGHS's geography class: 1. Essential Academic Skills - designed to teach students organization/calendar/note taking skills, study habits (e.g. how to study), and interpersonal/public speaking skills; 2. Writing and Research - introduces the expectations for writing at the high school level (e.g. APA formatted essays);   3. Ethics and Character Building - students learn to take ownership of their lives becoming self-motivated with The Seven Habits of Highly Effective Teenagers as a frequent resource (Covey, 2014); 4. Future Planning - designed to help students with college and career path readiness to formulate academic and potential career goals.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Pacific Grove Unified School District continues to be proud of our ability to maintain very high graduation rates at 96.4% (2017-2018) increasing by 4% over 2016-17 including target student groups. Upon graduation the majority of students go on to post secondary schools with a few enlisting in the armed forces. As listed in the California Schools Dashboard, we showed significant increases in the area of mathematics with a High (green) status increasing by 12.7 with an overall 32.4 points above the standard.. Target student groups also showed significant growth in 2017-2018 English learners increased by 14.1 points, Students with Disabilities increased by 5.6 points, Socioeconomically challenged increased significantly by 25.3 points and Hispanic students increased by 3.6 points. In English Language Arts, we also showed significant increases overall with a High Blue status. Students with Disabilities increased by 3.2 points, English Learners increased by 10.8 points, Hispanic students increased by 9.9 points and Socioeconomically Disadvantaged students increased by 18 points. We are also very happy that our English Learners who were reclassified as English Language Proficient continue to make gains in Mathematics and English Language Arts. Our English learners are currently 12 points above standard with a 20.7 point increase over last year in English Language Arts and an increase of 20 points in math. We feel very confident the actions set forth to support our target student groups are making a positive impact.

Our parent community is integral to the educational success of students and to the success of our district programs. This year we had the highest response to our survey with 542, which is 93 more than last year in 2017-2018. Some highlights from our 2018-2019 annual parent survey indicate that 81% of parents agree schools encouraged parent input and contributions, 88% agree the schools promote academic success for all students, 92% feel that school is a safe place for students. The addition of safety measures and protocols at all sites along with additional counseling added at the elementary and high school, implementing behavior supports such as Toolbox at both elementary schools will continue to show a positive trend for enhancing both physical and emotional safety at all schools.

Students also have opportunities to provide input through local student surveys and focus groups. According to the California Healthy Kids Survey representing students in grades 7, 9, and 11 indicated that 66% felt connected to school, 75% are academically motivated, 71% felt safe at school, 78% said there were high expectations from adults at school and 65% said there were caring adults at school. The numbers indicated are averages for grades 7,9,11 responding strongly agree and agree to a series of questions for each indicator.

Providing support to all our teachers is imperative to impact student achievement. Additional professional learning opportunities on new curriculum and on instruction is provided to every teacher. Our teachers and administrators engage in the work of Professional learning communities to look at student work and formative assessment data to identify student strengths and areas of need. Teachers and administrators work closely together to design model practices to close achievement gaps for targeted students and extend the learning for those who are ready. They also analyze data to identify areas of professional growth required to impact student learning by focusing on evidence based practices such as Teacher Clarity and making success criteria explicit for students along with timely feedback to provide targeted instruction. By implementing Cycles of Professional Learning, teachers identify research based practices, engage in peer observations, and then determine if it is impacting student learning. Our teachers and site administrators are committed to ensuring ALL students are achieving at the highest levels ensuring they are prepared for college or career upon high school graduation.

In an effort to assure our community that the safety and well-being of all of our students and staff is of utmost importance. We are very pleased with the work of all staff site safety teams and our Director of Safety, Barbara Martinez, to ensure that all sites are safe campuses. Listed below are some of the supports that PGUSD provided this 2018-2019 school year.
- District-wide professional development in THE BIG FIVE, School Emergency Guidelines for Immediate Action Response. This training was provided to new staff, substitute teachers, and site safety teams inclusive of management, classified and certificated staff.
- District-wide professional development provided by Elite Command Training targeted at providing Incident Command Training for District/Site Safety Teams.
- Partnered with Department of Homeland Security and local law enforcement in the "See Something, Say Something" campaign.
- Partnered with Sandy Hook Promise to provide administrators, staff and parents resources in wellness programs that identify, intervene and help at-risk individuals and gun safety practices that ensure firearms are kept safe and secure.
- Updated Site Safety Plans and Resources for mental health and crisis mitigation on our district website.
- Continued contract for service with District School Resource Officer (SRO) and Wonder Woofs, Canine Narcotic Unit.
- Installed "Lock Bloks" on all district doors. This device prevents hostile intruders entry into classrooms.

- Increased the number of surveillance cameras by 27 at two of our district sites.
- Installed fencing to facilitate ingress and egress at three of our district schools.
- Updated gate closures at all sites to facilitate ingress and egress

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although our target student groups have been increasing percentage points over the last two years in English Language Arts and Math, as we dig deeper into our local formative assessments, analysis of student work and the California School Dashboard, student growth in mathematics and English language is not at the rate we would like for the following targeted student groups: English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. For this reason we are writing specific goals and actions to meet the needs of these targeted groups. We would also like to see the scores in English Language Arts continue to increase especially for our English language learners.

In order to further close the achievement gap, a greater emphasis will be placed on teacher professional development with the math coach in grades k-8 and the implementation of integrated English language development for all content areas. Collaboration time will focus on lesson studies, student error analysis, and targeted instruction based on the analysis of common formative assessment data.

The dashboard also indicates that our suspension rates have increased and placed us in the yellow category district wide. As we analyzed our suspensions, compared to last year we noted an improvement in suspension rates for students with disabilities and African American, however our Hispanic students increased in this category. We also noted that due to our small population, a small number of students skews the data. However, this does not mean we will not continue to provide preventive measures such as Restorative Justice practices among other positive behavioral supports at all sites.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the LCFF Evaluation Rubrics we are focused on addressing the needs of the following student target groups In Mathematics:

SBA Math Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Green (high status) 32.4 points above the standard and Increased 12.7 points. We had no groups in the Red or Orange category. Only 1 group in yellow (Students with Disabilities), 3 groups green and 3 groups blue.

Target Student Groups:

Overall English Learners:(combination of EL and RFEP):Green : 8.2 points below standard, increased 14.1 points
Reclassified English learners: 9.3 points below standard, increased 7.5 points
English learners: 7 points below standard, increased 20 points

SED (socio-economic disadvantaged): Green: 20.6 points below standard, increased 25.3 points

Students with disabilities: Yellow: 63.7 points below standard, increased 5.6 points

2017-2018 SBA English Language Arts Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Blue (highest status) 56.5 points above the standard and Increased 8.5 points. We had no groups in the Red or Orange category. Only 1 group in yellow (Students with Disabilities), 2 groups green and 4 groups blue. Given the positive trajectory and growth for all student groups, we are continuing with the actions to ensure continued growth for all student target groups.

Target Student Groups:

Overall English learners (combination of EL and RFEP): Green-High (status) 12.4 points above standard and increased 10.8 points
English learners: 12 points above standard and increased 20.7 points
Reclassified English Learners: 12.7 points above standard and maintained -0.6 points

Socio-economic disadvantaged: Blue-highest (status) 14.8 points above standard, increased 18 points

Students with Disabilities: Yellow (low) 32.6 points below standard, increased 3.2 points

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress. See Appendix for target group information.

2016-2017 Reclassification rate for English Learners: 20%

ELPAC: English Learner Proficiency Progress summative assessment in 2017-2018

Level 4: Well Developed 49.4%
Level 3: Moderately Developed 22.8%
Level 2: Somewhat Developed 15.2%
Level 1: Beginning Stage 12.7%

Given 2017-2018 is a baseline year for ELPAC, we are anticipating our English Learners to continue making progress towards attaining English Proficiency in 2018-2019 summative assessments.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

There are no schools in PGUSD identified for CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NOT APPLICABLE

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NOT APPLICABLE

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator see appendix A : all local indicators template **18-19** See appendix tool 1-8 Legislated metrics **Baseline** See appendix tool 1-8 Legislated metrics	See Appendix A: Copy of the California Dashboard for all academic and local indicators

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The base program includes: 1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education. 2. Classified staff and administrators in each job alike support student learning, health, and safety. 3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410) 4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas. 5. Instructional delivery of all core content areas with standards aligned instructional materials. 6. Teachers and support staff are trained on any new purchases and	The base program includes: 1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education. 2. Classified staff and administrators in each job alike support student learning, health, and safety. 3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410) 4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas. 5. Instructional delivery of all core content areas with standards aligned instructional materials.	Teachers and Administrators 1000-1999: Certificated Personnel Salaries General Fund $15,666,431. Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund $6,069,867 Certificated and Classified staff 3000-3999: Employee Benefits General Fund $6,444,716 All instructional materials, supplies + new adoptions 4000-4999: Books And Supplies General Fund $1,174,500 travel/conferences, Professional/Consulting 5000-5999: Services And Other Operating Expenditures General Fund $1,605,376 Technology hardware, infrastructure, Instructional core curriculum software, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 $600,000.	Teachers and Administrators 1000-1999: Certificated Personnel Salaries General Fund $16,161,971 Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund $6,004,496 Certificated and Classified staff 3000-3999: Employee Benefits General Fund $5,585,348 All instructional materials, supplies + new adoptions 4000-4999: Books And Supplies General Fund $983,184 travel/conferences, Professional/Consulting 5000-5999: Services And Other Operating Expenditures General Fund $1,120,523 Technology hardware, infrastructure, Instructional core curriculum software, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 $567,631

adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs.

(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs.
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through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services) Increased counseling services at the elementary and High School and Community High School.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans and strategies to support and redirect students to make positive choices. To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.

To promote safe campuses there will be ongoing district wide professional development in THE BIG FIVE, School emergency guidelines for immediate action response.

students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services) Increased counseling services at the elementary and High School and Community High School.

This year we took a proactive stance to decrease suspensions district wide, we are using the On Track: Early Warning System in Illuminate to identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system.

On 4/25/2019 The PGUSD Board of Education approved the updates to Board Policy, Regulation and Exhibit 5144 Student Discipline.The Exhibit is a new document listing District-wide optional consequences of Policy/Education Code violations.

To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.

- Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid to provide teachers, school staff, administrators and classified staff, the tools to detect signs and symptoms of mental health problems in youth and how to respond in times of crisis.
- Partner with Department of Homeland Security and local law enforcement in their "See Something Say Something" Campaign.
- Install all exterior district doors with "Lock Blok" device to prevent hostile intruders entry to classrooms.
- Update emergency safety supplies at each campus.
- Continue Contract for service with District SRO and Canine Narcotic Unit.
- Provide community members access to relevant resources related to school safety that is posted on our district website.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social,

To promote safe campuses District-wide professional development in THE BIG FIVE, School Emergency Guidelines for Immediate Action Response. This training was provided to new staff, substitute teachers, and site safety teams inclusive of management, classified and certificated staff.
District-wide professional development provided by Elite Command Training targeted at providing Incident Command Training for District/Site Safety Teams.
Partnered with Department of Homeland Security and local law enforcement in the "See Something, Say Something" campaign.
Partnered with Sandy Hook Promise to provide administrators, staff and parents resources in wellness programs that identify, intervene and help at-risk individuals and gun safety practices that ensure firearms are kept safe and secure.
Updated Site Safety Plans and Resources for mental health and crisis mitigation on our district website.
Continued contract for service with District School Resource Officer (SRO) and Wonder Woofs, Canine Narcotic Unit.
Installed "Lock Bloks" on all district doors. This device prevents hostile intruders entry into classrooms.

emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans and strategies to support and redirect students to make positive choices.	Increased the number of surveillance cameras by 27 at two of our district sites. Installed fencing to facilitate ingress and egress at three of our district schools. Updated gate closures at all sites to facilitate ingress and egress

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district was able to accomplish all of its goals in regards to the actions/services provided for all students to ensure they were college and career ready upon graduation. In our efforts to increase safety at our schools, the district's safety officer, Barbara Martinez worked with site safety teams to implement district wide safety protocols as well as implement ideas provided by parents, students, and community to ensure everyone was taking proactive measures to keep our schools safe with a strong campaign of "SEE SOMETHING, SAY SOMETHING". We also did safety trainings for all classified staff and substitute teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the actions and services were highly effective. The academic performance for all students continues to improve and increase in Mathematics/English Language Arts, and our graduation rate is in the highest performance category: Blue. The areas we were concerned about such as suspensions also improved and will continue to improve as we follow the new Student Discipline Matrix adopted by the Board of Trustees. We will continue to build on this year's success with our District Wide Safety Plan and continue to implement the practices for safety incorporated this year at all sites (THE BIG FIVE, School emergency guidelines for immediate action response. This year the LOCK BLOK, a device to prevent hostile intruders, was installed in all classrooms and school offices. With a focus on student's needs emotionally, socially, and academically, we will continue to refine our practices to ensure all students at PGUSD thrive and become well rounded human beings who contribute positively in society.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1000 Object Code: Actual expenditures in salary came in higher that projected.
2000 Object Code: Less than projected due to conservation methods
3000 Object Code: Appears to be less now but STRS on Behalf payment will not be recorded until the books are closed showing a true picture for expenditures in benefits.
4000 Object Code: Carry Over Funds have not been expended however all instructional materials were provided
5000 Object Code: Spent less that projected due to realignment of expenditures to 1000 object codes
Fund 21 Measure A bond: Although we spent less than intended, we were able to purchase all technology (infrastructure, hardware, and software) to meet our goals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to this goal. We expect to see suspensions reduced as we implement the new board approved Student Discipline Matrix and Related Interventions for Grades K-12 (Exhibit 5144). To provide consistency within our elementary schools for behavior expectations, Forest Grove along with Robert Down, will also implement the Program Toolbox by Dovetail Learning, a Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. Children learn 12 simple yet powerful Tools. With practice, these Tools become valuable personal skills and strategies for self-awareness, self-management, and relationship-building, which, in turn, foster responsible decision-making. The curriculum is designed to teach students alternate ways to deal with adverse situations in a positive manner. At the Middle School Character Strong will be implemented with a strong focus on character development and social-emotional skills by promoting positive interactions and relationship skills.

To address the College and Career Dashboard indicator which showed a status of yellow in 2017-2018 with 59.9% prepared, 13.9 approaching prepared, 26.3 not prepared with an overall decline over 2016-2017 of 8.7% we are increasing dual enrollment classes from five to nine for the upcoming 2019-20 school year. In doing so we are allowing more options for students to complete a CTE Pathway and participate in a dual enrollment class, both of which will lead our students to be deemed College and Career Ready. A Freshman Academy will be implemented in 2019-2020 to ensure all 9th grade students transition smoothly to the high school and learn to utilize key essential academic skills that will enable them to be successful in high school and beyond.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Mathematics
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. Local Measures: Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.	SBA Math Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Green (high status) 32.4 points above the standard and Increased 12.7 points. We had no groups in the Red or Orange category. Only 1 group in yellow, 3 groups green and 3 groups blue. Local Measures: See appendix for IFA data

Expected	Actual

Expected

18-19
SBA Math Performance - Grades 3-8 and 11:

SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

IFA Performance in Math - All Grade Levels:
IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

Baseline
2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement.
See Appendix A for 2015-2016 and 2016-2017 SBA results

Actual

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress.

SBA Math Performance- Grades 3-8 and 11

Overall English Learners:(combination of EL and RFEP):Green : 8.2 points below standard, increased 14.1 points
Reclassified English learners: 9.3 points below standard, increased 7.5 points
English learners: 7 points below standard, increased 20 points

SED (socio-economic disadvantaged): Green: 20.6 points below standard, increased 25.3 points

Students with disabilities: Yellow: 63.7 points below standard, increased 5.6 points

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing	A district wide focus was on Teacher Clarity and Success Criteria as one of the most	no cost	no cost

on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

impactful practices, according to John Hattie's research, to improve learning for all students especially those that are behind. All Instructional Leadership teams (ILT) teams continued to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams worked with the math instructional coach and the site administrator with on identifying students and how to best address their needs. Teachers also worked with intervention staff to provide targeted instruction for identified students. Teachers shared and implemented best practices to meet the needs of identified student groups and monitored growth throughout the year.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and	Unfortunately due to time constraints teachers were not able to meet in person to discuss students moving from 5th to 6th grades and 8th to 9th grades for math placement. However, there was pertinent information shared regarding the placement of students via our student information system, Illuminate. Teachers were able to make comments for placement using end	Substitute costs for articulation 1000-1999: Certificated Personnel Salaries General Fund $5,500	There was no need for substitute coverage no cost

high school vertical articulation within grade spans will occur during collaboration times during the school year.	of year assessments and classroom performance overall. Students who are recommended for math supports at the high school were also communicated for proper placement in the math support class for IMI. Students will be assessed at the beginning of the school year 2019-2020 to determine proper placement in math classes.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.	Math Coach worked with elementary and middle school math departments to support math teachers in the PLC cycle. They focused on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Another focus was on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers. The math Coach also supported the math pilot process at the elementary schools and supported teachers with lesson demonstrations and resources.	5000-5999: Services And Other Operating Expenditures Supplemental $38,880	Contract with Kate Gallaway 5000-5999: Services And Other Operating Expenditures General Fund-Supplemental $38,800

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and two special education. Continue a math transition class for students on IEP's that are exiting Math 180. Continue with RTI classes for math 6, 7, 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application.
Students in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class.

Students who struggled in math received multiple levels of support. Elementary math teachers worked with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers also supported students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: students who were two or more grade levels behind were scheduled in Math 180 courses with concurrent enrollment in general education grade level math. One special education math 180 and 1 special education transitions math was also offered supporting students to be successful in grade level math once they exited the math 180 program.

Math response to intervention classes for grades 6, 7, 8 that offered a differentiated approach focusing on conceptual learning of mathematics and its application. The class was designed to progress at a slower pace to enable students to understand conceptual and procedural math concepts.
Students in grade level math classes who struggled also attended a Math Academic Intervention class offered after school.

General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes 1000-1999: Certificated Personnel Salaries Supplemental $154,143

Special education transitions Math and 1 math 180 Middle School 1000-1999: Certificated Personnel Salaries Supplemental $51,973.

General education MS: 1 math 180 and 4 math RTI (two 6, 7, 8) HS 2 math support classes 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $158,442

Special education transitions Math and 1 math 180 Middle School 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $43,736

At the high school, a Math support class was offered for students who were identified in 8th grade as needing additional support in the integrated math 1 class during first period with a concurrent enrollment in Integrated Math 1 class.. An additional class was offered during 8th period to support struggling students with any of their math classes. Students who failed a test in IM1 can attend this class to get help and retake the test for an improved grade. Two teachers were assigned to provide tutoring services.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and keep the second section of AVID for grades 10-12.	To support AVID implementation at the middle school and high school. One section of 8th grade AVID and one section for AVID District Director was offered. Two sections of AVID were offered at the high school, a ninth grade AVID and a section for grades 10-12.	3 AVID sections: 8th, 9th, and one section for District Avid Director 1000-1999: Certificated Personnel Salaries Supplemental $90,213.	3 AVID sections: 8th, 9th, and one section for District Avid Director 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $75,006
		AVID membership fees 4000-4999: Books And Supplies General Fund $8636.	Avid membership fees 4000-4999: Books And Supplies General Fund $8636
		10th-12th grade AVID section paid by College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other $22,273.	10th-12th grade AVID section paid by College & Career Readiness Block Grant 1000-1999: Certificated Personnel Salaries Other $16,555

Action 6

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.	The high school counselor focused on students on the D & F list as well as other target student groups to provide supports and increase student participation in a 3rd year of mathematics. She also provided outreach supports such as social-emotional and crisis intervention supports rather than study skills. These students sometimes feel a lot of pressure, become overwhelmed with the amount of work they have, or feel anxious about the next steps in life. We have had more crisis interventions this year compared to last year and I feel as though we have been successful in handling these situations.	1000-1999: Certificated Personnel Salaries Supplemental $20,400	High school counselor .2 FTE 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $16,879

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall we were able to implement all actions and services intended except for the articulation of teachers in person to discuss math transition between 5th and 6th grades and 8th to 9th grades. All target groups increased in points.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The math support classes for students in middle and high school were effective as they supported students in learning the math at deep conceptual levels and were able to target the instructional needs of students. Also successful were the AVID 8th, 9th, and 10-12 in supporting students to enlist metacognitive strategies to identify points of confusion with math concepts and procedures. The math coach supported the the intervention teachers at the Middle and High school in the analysis of student work and common errors with instructional strategies to best meet student needs. The Math transition class was also successful for students to build the bridge from Math 180 to a general education math class. This year the HS math support class offered to students with a concurrent enrollment in Integrated math 1 also helped students to be successful in the regular IM1 class. As a matter of fact, enrollment in the middle school math 180 class is down as a result of the targeted intervention math classes offered in 6th, 7th, and 8th grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a difference since we budgeted for articulation between grade levels that did not take place as in substitute cost for articulation for 5th-6th grades and 8th -9th grades. Another difference was in the projected cost to provide AVID classes. Although we offered all AVID sections intended, the cost of one of the sections came in at a lower cost hence the difference from budgeted $90,213 and estimated actual $75,006

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes made to this goal and our expected outcomes are to continue growing our students to meet and exceed standards for mathematics. We will continue with the offerings next year as we did this year. One change next year is to offer an intervention section at the high school to support 10th grade students who failed 9th grade IM1 or struggled this year. The10th grade intervention math section will also be supported with instructional aids for a targeted small group approach. The additional high school counselor became a full time counselor serving one day at Community High School and four days at Pacific Grove High School. We will continue with this position to support students academically, socially, and emotionally for 2019-2020.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Engllish Language Arts:

All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                          Priority 2: State Standards (Conditions of Learning)
                          Priority 3: Parental Involvement (Engagement)
                          Priority 4: Pupil Achievement (Pupil Outcomes)
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<tr><td align="center">Expected</td><td align="center">Actual</td></tr>
<tr><td valign="top">

Metric/Indicator
State Measures:
Smarter Balanced Assessments (SBA) grades 3-8 and 11.

CELDT

Local Measures:
Interim Formative Assessments (IFA) to be given 3 or more times per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate and other measures such as Basic Skills, DIBELS, SRI, etc.

18-19
SBA ELA Performance - Grades 3-8 and 11:

SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

IFA Performance in ELA - All Grade Levels:
IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need..

Baseline
2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. Please see Apendix A for 2015-2016 SBA results.

2016-2017 CELDT
68% Making annual progress in learning English
47% Attained English Proficiency level on CELDT
Reclassification rate for English Learners: 21%

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SBA ELA Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Blue (highest status) 56.5 points above the standard and Increased 8.5 points. We had no groups in the Red or Orange category. Only 1 group in yellow, 2 groups green and 4 groups blue.

Target group scores:

Overall English learners (combination of EL and RFEP: Green-High (status) 12.4 points above standard and increased 10.8 points
English learners: 12 points above standard and increased 20.7 points
Reclassified English Learners: 12.7 points above standard and maintained -0.6 points

Socio-economic disadvantaged: Blue-highest (status) 14.8 points above standard, increased 18 points

Students with Disabilities: Yellow (low) 32.6 points below standard, increased 3.2 points

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress. See Appendix for target group information.

ELPAC: English Learner Proficiency Progress summative assessment in 2017-2018

Level 4: Well Developed 49.4%
Level 3: Moderately Developed 22.8%
Level 2: Somewhat Developed 15.2%
Level 1: Beginning Stage 12.7%

Reclassification rate: 17%

</td></tr>
</table>

	Expected	Actual

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement	A district wide focus was on Teacher Clarity and Success Criteria as one of the most impactful practices, according to John Hattie's research, to improve learning for all students especially those that are behind. ILT teams worked together to support PLC work at sites focusing on targeted interventions based on data	no cost	No cost

best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

analysis using common formative assessments and other local measures.
Grade level teams also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.	This year we implemented Illuminate Education as as our student information system and Assessment System. The process to transition to the new system involved many trainings, webinars, meetings, and workshops. Classified, Certificated, and Administrative personnel attended the Illuminate Conference and then came back to support all staff with professional development and offer ongoing supports throughout the year. ongoing training was made available for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.	5000-5999: Services And Other Operating Expenditures General Fund $8,000	Registration and travel fees for conference 5000-5999: Services And Other Operating Expenditures General Fund $10,312.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be .scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.	Students who struggle in English Language Arts received multiple levels of support at the secondary level. Students two or more grade levels behind were enrolled in Read 180 courses. Due to the low numbers for general education Read 180, only one class was offered. A transitions English class was also offered as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.	2 sections of general education Read 180 1000-1999: Certificated Personnel Salaries Supplemental $46,666 Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund $21,982	2 sections of general education Read 180 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $39,699 Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund $18,498

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.	Elementary ELA programs developed intervention teams consisting of certificated teachers, and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support. Supports were both push in and pull out programs.	Certificated salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental $368,657. Classified salary and benefits 2000-2999: Classified Personnel Salaries General Fund $181,730.	Certificated salary and benefits 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $363,945. Classified salary and benefits 2000-2999: Classified Personnel Salaries General Fund $304,206

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development on Designated and Integrated English Language Development for all	This year we sent teachers from each site for a total of 9 representing all sites to the BE	Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other	Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other

Middle and High school content area teachers.	GLAD training at the Monterey County Office of Education.	Operating Expenditures General Fund $8,000	Operating Expenditures General Fund $7229
		Substitute costs 1000-1999: Certificated Personnel Salaries General Fund $8,000.	Substitute costs 1000-1999: Certificated Personnel Salaries General Fund $7638

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.	Academic intervention class at the middle school focused on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring. We served between 8 and 15 students. Although the focus was mainly on ELA, there was teacher assistance with Science and History. Students were motivated to use this class to improve their grades. Roughly 1/2 of the students placed were the result of a recommendation made by an SST. During the whole year, roughly 1/3 were served for the majority of the year, while two thirds were new placements/replacements. Students were a fairly representative mix of our overall demographics, with the highest representation being with the SED students (roughly 60%). One obstacle this year was finding teachers who were willing to provide supports after school. Hence the program didn't get started until November and only 3 teachers were hired.	1000-1999: Certificated Personnel Salaries General Fund $8,160..	Certificated Teachers for tutoring support at the Middle School 1000-1999: Certificated Personnel Salaries General Fund $3500

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.	Designated English Language Development teachers collaborated with general education teachers to ensure English Learners accessed core programs and discussed strategies to support students in their core content areas. Language Review teams met twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests. At this time, students who had been reclassified within the last four years who were struggling were also included in discussion with the language review team to identify strategies and additional supports for student success.	Substitute costs for Language review team days 1000-1999: Certificated Personnel Salaries Other $1,500.	Substitute costs for Language review team days (title 3) 1000-1999: Certificated Personnel Salaries Other $1,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to	There are three positions that must be filled to make the class happen - one for the teacher, one for BASRP, and one to baby sit the young children. This year, the three who staffed the positions last year were not available.	1000-1999: Certificated Personnel Salaries Other $4,000.	Adult Education Fund No cost
		Baby sitting through BASRP 2000-2999: Classified Personnel Salaries Other $1,400.	Adult Education Fund No cost

include all English Learner parents in the district.	

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.	Smarter balanced practice tests with Interim Assessment blocks were implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence. Students also took the interim formative assessments in the Illuminate Assessment system which provides similar supports and practice SBA like questions and tasks.	no cost	No Cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall we were able to implement most actions and services intended with the exception of the English Learner Parent Education class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal to improve learning for target student groups was achieved. All student groups grew beyond the 5 points with the exception of Students with disabilities which grew by 3.2 points. The Read 180 and transitions English class have been very successful. We anticipate teachers who have been GLAD trained this year, will provide demonstration lessons and share with staff strategies that can be used in the classroom to support English learners and all students with learning content and academic language. The elementary intervention systems were very successful this year by employing small group targeted instruction. We will continue to focus on the work of PLC and continue our practice of embedding teacher clarity and success criteria made explicit for students to be partners with teachers in monitoring learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Parent Education Class was not able to be offered due to the lack of personnel available to make this program work. Cost for the Illuminate conference to support the first year of implementation for the Student Information System required more staff to attend and build capacity and ensure the transition would be a smooth one. We budgeted $8000 and ended up spending $10,312. Finally, the after school academic intervention class offered at the middle school was not able to get started until November 2018. The challenge was finding teachers to want to do the work. Hence we were only able to hire three teachers therefore a reduction in cost from what was budgeted according to previous year's expenditures for the same offering (Budgeted $8160 and estimated actual $3500). Although $1500 was budgeted to cover substitute costs for language review team days, not all schools needed substitutes. Many teachers attended the meetings during their prep periods and in some cases the ELD Specialist/Teacher did not require a substitute. The classified salaries for the instructional aids were miscalculated because of an error in coding the instructional aids. The monetary cost listed for 2018-2019 was for 11 instructional aids when in fact there are 21 instructional aids supporting the intervention program at the elementary level therefore double in cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to this goal. We will continue with all actions in 2019-2020. We will again offer the Parent Education Class and begin sooner with the process of hiring qualified personnel to make the program successful again.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In an effort to involve a greater number of stakeholders, each site has had multiple meetings with a variety of stakeholder groups to discuss current site plan goals, which are all aligned to the district's LCAP goals and the eight state priorities. During this process, each of the sites shared the actions implemented throughout the school year along with the measurable outcomes for those actions. With this information, stakeholders were able to provide specific input and direction for actions to be implemented in this and the following school year. This was done intentionally to involve all stakeholders with multiple opportunities to provide feedback on annual updates and future goals in a meaningful way. Based on our experiences this year, we found that stakeholders were more interested in offering opinions and ideas that directly affected their respective school sites where their children would be impacted. For this reason, we felt the involvement process needed to be primarily at the site level. In order to reach a broader stakeholder group and provide direction for the district goals, a parent survey from WestEd was also sent out to parents. We received a total of 505 parent surveys an increase of 13% over last years respondents. At the district level, we also had meetings representing both the Teachers and Classified Unions and the District English Language Advisory Committee. We also expanded our Technology Committee to include parents and other community members for input on the future Technology needs of the district as well as the implementation of a three year Technology plan. We also had a district wide discussion at multiple board meetings and site based parent-teacher-student meetings to gather input regarding safety and protocols.

The following are the meeting dates for each of the sites and the stakeholders involved in those meetings:

Student Services: The Director of Student Services attended monthly SELPA meetings. Meetings provide direction from the CDE on current assembly bills that directly impact best practices. SELPA provides direction and support in the development and submission of required annual reports such as; CALPADS, Personnel Data report, Performance Indicator Review repost, Annual Service Pan.

In addition, the SELPA provides professional development at the Monterey County Office of Education that focuses on the improvement of services to SWDs. PGUSD SpEd staff are encouraged and financially supported to attend any training pertinent to their assignment. Examples of PD attended by PGUSD staff include; The Autism Series, CAPTAIN training, Assistive Technology Series, Legally Defensible IEP Notes.

In addition, The SELPA provides on site professional development at district request. For instance, SELPA program specialists provided training to district sped teachers and para-professionals on Applied Behavioral Analysis and data collection.

The SELPA Director and Program Specialists are available for consultation by phone and email at all times for specific questions regarding cases and improving best practices.

On May 23, 2019 the Superintendent consulted with the Selpa Director at a meeting at the Monterey County Office of Education.

Pacific Grove High School:

PTA meetings took place at PGHS on August 7 and the first Tuesday of each month thereafter attended by parents,students, and administration: parents were brought up to speed on various topics: School safety vis a vis intruders on campus, active shooters, drugs on and off campus, vaping and emotional health.Parents were interested in the recent uptick of vaping on campus and off campus, as well as hosting Coffee with the Principal for open communication with interested parents. Additionally, parents wanted to bring Sober Graduation back on to campus for the 2019 graduation to allow more student participation.

Results from the meetings included frequent communication from administration with specific details. Further changes in addressing emotional health included support for mental health issues and partnering with the Ohana Center.

Coffee with the Principals: Sept. 12, 2018, Jan. 29:Parents,Pacific Grove PD, Administration

Parents were educated on recent survey data from a variety of sources. Vaping has increased dramatically. PGPD gave information on vaping.

Parents and administration are very concerned about the uptick of vaping use - particularly at school.

Signs were posted around bathrooms with information regarding vaping. Partnerships are being formed with the Sun Street Center, Ohana Teen Mental Health Center, and DARE programming.

Student assemblies will be planned for the 2019-20 school year.

Site Council:All meetings held at PGHS on the 4th Monday of each month except Dec. 10 instead of Dec. 31. Faculty,Administration,Students,Parents:

All school goals relating to the WASC accreditation critical needs assessment from their 2018 visit as well as additional cultural goals that included fostering creative writing, visual and performing arts, and mental health

Input was given with respect to writing the WASC self-study in 2018 as well as the beginning plans to address the critical needs.

Additionally, specific input was given to design an expansion of the tutoring program, math support class, and other support classes..

The tutoring and library hours expansion has begun with a survey to parents asking for volunteers, consultation with the math department on the structure of the program and a plan to include community members who do not have children at the school. Additionally, targeted study halls will be added for the 2019-20 school year as well as a second AVID class and Freshmen Academy embedded into the freshmen social science curriculum.

Student surveys and focus groups: May and November 2018

Students were surveyed through the California Healthy Kids Survey and a Site Council survey for input on their current status on connectedness to school, drug use and perceptions. They were also surveyed for input on their greatest needs with respect to academics and mental health. Data was shared with faculty and with the Site Council.Students felt safe on campus despite the occasional drug use. Stress from studies was common and students need a quiet place to study.The Site Council took input from students to design the expanded library hours. Student input also directed the efforts to address mental health issues to focus less on individual counseling and more on forum-like settings for students to share and talk.

Faculty/Staff: The first Monday of each month. Task force meetings to discuss: Student study skills, reading support, growth mindset, Dot kids, and graduation requirements. Input from all faculty regarding goals for site plan and LCAP district goals.

Based on all the input from all stakeholder meetings the focus was given toward deeply developing and implementing the Freshmen Academy to directly teach study skills in freshmen social science classes for implementation in the 2019-20 school year. Furthermore, a targeted study hall has been developed for sophomore students who have shown poor performance on the CAASPP as well as poor grades. Deeper attention to partnering with local mental health providers has been given and a parent and student series of workshops is planned for the 2019-20 school year. Funding has also been allocated to extend the library hours as students have indicated that they need quiet places to study. This has been done in conjunction to making the Student Union more student-centered and attractive through new furniture, computer stations, and music.

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Community High School:

Faculty/Staff meetings: Monthly formal and bi-monthly informal meetings: topics discussed and input from the staff included student achievement, targeted intervention, behavioral and academic expectations, technology implementation, implementation of refined health curriculum for all content areas, partnerships with Ohana Center (social and mental health) and Sun Street Center (substance abuse), and counseling services.

Students: Monthly meetings: Students contributed to creating a safer classroom environment with respect to bullying and teasing. As a response, CHS will have a 6 part series sponsored by the Ohana Center in the 2019-20 school year to address mental health issues and to give students tools and resources to address their needs. Career options and job preparation became a focus and

mock interviews were set up in response. Students were offered the option of attending CTE classes at the comprehensive high school, but they said they were more interested in attending the local community college as well as participating in a local artists community work space. Only one student took advantage of attending a class at the local community college and one other worked in the community work space.

School Site Council: 10/24/18, 12/7/18, 5/10/19: Review of the site plan and its goals, mental health, CTE opportunities, and refinement of discipline procedures to address suspensions.

Parents: Multiple informal meetings throughout the year as well as email communication to inform parents regarding school rules/procedures, student goals, graduation requirements, behavioral expectations. Input from parents was that the communication through email was not effective and that texting is a better way. CHS response is to send more texts instead of emails.

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Pacific Grove Middle School:

PTSA meetings: 7/24/18,9/19/18,10/24/18,12/5/18,1/23/19,3/20/19,4/25/19,5/22/19

 topics included: homework and technology, safety procedures, student data on formative assessments, California Healthy Kids Survey results, California Accountability Dashboard and student groups of concern, social-emotional issues, bullying, and the peer to peer program.

School Site Council:8/20/18,11/9/18,4/29/19,5/13/19 Discussion topics included: Academic struggling students, social-emotional programs related to anti-bullying, growth mindset program, formative assessments results, California Accountability Dashboard, California Healthy Kids Survey results, professional development for teachers regarding English learners.

Students: California Healthy Kids Survey December 2018, and 3 surveys regarding bullying 10/3/18, 3/1/19, 5/24/19

Parent meetings: : 10/2/18 Tech Night, 10/11/18 Parent safety night, 3/19/19/ Raising Resilient Children with Dr. Swick,

Staff meetings on a monthly basis to to discuss site goals and formative assessment results, California School Dashboard and targeted student groups, Growth mindset activities, student social-emotional issues. Instructional leadership team meetings:8/9/18,9/4/18,10/29/18,12/3/18,2/11/19,3/25/19,5/6/19 focus AVID, growth mindset, strategies to support English learners, PLC cycles, teacher clarity/success criteria playbook.

As a result of all stakeholder meetings, the following are actions to be implemented for the 2019-2020 school year:
- Purchase of a Character Development Curriculum
- Creation of new section of AVID 7

- Professional Development- Intervention Strategies to target student learning when there are gaps
- Host training for students on students with Autism via PE classes
- Professional Development- English Language Development Strategies
- Acquire training for staff in identification of social emotional crises in students and strategies to support students in crisis
- Continued funding of After school Intervention Class (AIC) to focus on additional support of students struggling in Language Arts and Math
- ILT focus on the creation and implementation of a school wide emphasis on teaching organizational skills
- Continue ILT focus on the implementation of a quarterly focus on student Brain and Heart traits, Teacher Clarity and Student Success Criteria
- Continue to host Dr. Swick and Dr. Bufkin to address student(s) social emotional well-being
- Continue administration of Bullying Survey and Olweus Survey
- Continue parent tech night scheduled for the Fall with incoming 6th grade students trained via the keyboarding class

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Forest Grove Elementary:

School Site Council Meetings monthly on the second Tuesday and focused: math adoption and enacting a social-emotional learning program Toolbox by Dovetail Learning for grades TK-5.

English Language Advisory Committee: 11/2/2018 and 3/5/2019. Topics discussed: reporting excused absences and the truancy program, reclassification process, bilingual books in the lending library, computer loan program, outdoor lighting for evening events, online access to curriculum, before and after school tutoring, emails and newsletters in Spanish, English Learner Family Toolkit, California Seal of Biliteracy,

Site Governance and Instructional leadership team: Monthly meetings focused on student discipline. In response administration worked with teachers to development a behavioral intervention system rooted in alternative discipline approach. When a student is referred to the principal, the principal works with the teacher to develop consequences that are restorative, reflective, and instructional. School site council rewrote our goals to identify these two groups as groups to focus on for our intervention efforts (Hispanic & socio-economic challenged). The restructuring of aide time did not meet teacher needs.Teachers felt there was not sufficient time for aides to assist with small groups while continuing to attend to administrative tasks teachers identified as necessary for class preparation. Intervention program design will be tailored to helping site reach ELA and Math goals

Site Plan Parent Survey:February 2019: Families responding to the survey identified concerns such as bullying, mean comments by students to each other, and anxiety as areas that needed to be addressed. Respondents also rated school safety very high although there were comments about some school facilities needing better maintenance.

Annual Title I Parent Survey May 2019: We had 100% of replies say that their child benefited from the extra help in math and/or reading. We also had 100% of replies that said this is a beneficial program at our school. 92 % said that newsletters and parent conference reports were helpful. The survey was also available in English on one side and Spanish on the other. This enabled more parents to offer their input on the survey.

Annual English Learner Parent Survey feedback: This year 43 surveys were sent home and 22 were returned. The results were predominantly positive. All of the comments were appreciative, indicating that parents are happy with the program and feel supported by the school staff. This year, every parent said that they felt welcome at the school and only six parents said they were only comfortable participating in school activities sometimes. That is a much lower number than in the past and we are pleased to see more parent participation. One observation from the survey and an area for improvement was that only 12 parents felt that a translator was available when they needed one. Only 13 knew how to access the Parent Handbook on line. Next year the ELD program will include this information in a letter home as well as sharing it at the initial ELAC meeting. 11 parents indicated that they would prefer to have the ELAC meetings held in the evenings, so we will be sure to host at least one night meeting to see if attendance improves. We currently see an average of 15 parents during our morning ELAC meetings. Overall, the parent survey suggests that parents feel comfortable and supported and appreciate that the ELD program is available to their children.

As a result of all stakeholder meetings and feedback the following actions listed in the site plan will be implemented at Forest Grove:

Instructional program:
- Adoption of Swun Math as our curriculum for 2019-20 and beyond.
- Continue adjusting instructional aide schedule to provide support for small group instructional while creating time to support teacher's clerical needs.
- Forest Grove will add a .65 resource teacher to help with our special education caseload and provide intervention services for our students.

Campus Culture:
- Forest Grove will adopt the Toolbox by Dovetail learning to improve peer relationships and train student how to use their strengths to succeed emotionally, socially, and academically at school.
- Forest Grove will strengthen its behavioral intervention program by adding restorative, reflective, and instructional activities to its discipline program
- Forest Grove will implement the use of PGUSD's discipline matrix to enhance district wide consistency to our approach to student discipline.

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Robert Down Elementary:

School Site Council: Monthly meetings September through May: Consider change in lobby and entry doors, creating community partnership with MIIS/DLI/NPS for language instructors/tutors and Waste Management for Recycling and Sustainability Program for 2019-20, service learning on anti-bullying for 4th and 5th grade students, parent survey to support site plan goals.

Students focus group: Increase use of Service Leaders and create a student survey for beyond 5th grade to gather more student input in regards to issues on campus.

PTA meetings-parents, teachers and site administrator monthly September-May: Fundraising for Jen Hinton Field Dedication Signs, lunch Area cover, gates and access to campus, CHKS Survey Results, SIte Council Parent Survey Results

Parent forums on safety: November 20, 2018 discussed safety measures and protocols in place at Robert Down such as BIG Five as well as other issues regarding access to the campus.

Faculty/staff monthly meetings: Teacher Clarity Toolkit (Fisher and Frey) purchased for all teachers for Summer 2019 reading/review and implementation of use during 2019-20.

Teacher Leadership team meetings monthly from August to May. Topics discussed: 2019-20 Professional Development Focus, grade level time math adoption and Team up with Forest Grove, 5th grade articulation opportunities with PGMS and across grade levels, gather more input from staff regarding goals for SPSA via Site Council survey and asking for feedback/visits to Leadership/Site Council from staff members who do no serve on either committee, professional development planned for classified staff for SWUN math, ELA adopted materials,and Toolbox based on feedback from California Healthy Kids survey.

English Learner Parent Survey:

Approximately 80% of the surveys were returned. Nearly all of the families indicated always for each question. 100% of the replies indicated that the ELD program has been beneficial for their child. Families offered extra comments regarding feeling welcomed by office and principal. Families are satisfied with communication with classroom teacher, and are appreciative of extra attention they are providing to their child. One family responded "sometimes" to most of the questions. This is an important reminder to reach out and connect with all families, and to reassure that their involvement is welcomed and valued. One family indicated that they did not know how to access parent handbook. ELD and office have worked together to provide visual information to offer to new families such as a graphic which shows the school start and end times.

Based on the various stakeholder meetings, the following actions will be written into the site plan for 2019-2020:

- Goal 1) Focus of garden program to initiate recycling/sustainability campus-wide, 2) Added Lego Robotics to ROV and STEM Club options, 3) Added 12 Toolbox skills to be collected along with RAK themes on Caught Being Good Cards along with Olly the Kindness Otter being awarded each month to class showing growth in Toolbox skills, 4) Additional emphasis toward Toolbox curriculum within grade levels 3x per year with reflective writing/artwork posted, especially during Kindness

Week, 5) Priorities of Adjunct Duties created in hopes to continue Family Literacy and Math Nights with possible partnership with PTA to hold these events, 6) Provide Drama Stipends for advisors for up to two performances, 7) Training of service leaders in 4th/5th grades with emphasis on 5th grade leadership throughout school and discussing with other Forest Grove 5th graders 3x year, 8) Adding Pebble Beach grant topic (Recycling/Sustainability Program for 2020-21

- Goal 2 focus - Grade levels will self-monitor their modifications during the first year using the SWUN curriculum. Teachers will participate in 9 sessions of math professional development throughout 2019-20, and progress monitoring will include monthly meetings including the principal, intervention teachers, and support staff to closely monitor how students are progressing through standards. Each grade level will organize rotating meetings with the math coach throughout the year to discuss data during PLC time, receive lesson support, attend learning walks, and/or lesson modeling.

- Goal 3 - Professional development with be provided to assistants in guided reading techniques. SRI (1st-5th) and Benchmark Universe (3rd-5th) assessments will also be used for progress monitoring, which will include monthly meetings with the principal, intervention teachers, and support staff to closely monitor how students are progressing through standards.

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District Meetings:

District English Language Advisory Committee (DELAC) January 30, 2019 and May 16, 2019. English Language Advisory Committee(ELAC) members from both Robert Down/Middle School and Forest Grove attended. The Local Control Accountability Plan was presented and reviewed with the committee members. There was a presentation of the California Accountability Dashboard and the District goals and action Items as laid out in the LCAP in relation to the identified student groups and their achievement gaps in mathematics and language arts. Information was shared on the district's review of progress towards college and career readiness upon graduation as well as the greatest areas of need. Suggestions were made to continue monitoring reclassified (RFEP) students: parents need a clear understanding of what RFEP status means and need to be clear to parents that RFEP means that students are still being monitored, and still have services and additional help available to them, and how to ask for it. Parents need to be a participant in the reclassification of their child to gain a better perspective of what is available to them. Teachers also need to be aware of how to best serve the reclassified student as well. Continue to administer and review the EL parent surveys at the elementary level. After school tutoring both at school and home is beneficial for EL students. Parents need help too, difficult to help students with homework. Parents need to continue to learn how to advocate for their students. How to be sure that teachers are aware of student's 504 accommodations for example. Take a team approach between parents and teachers. We have some gaps in communication between the Middle School and High School counselors as there is currently only 1 Middle School counselor.

Need to continue to focus on academic vocabulary and literacy across subject areas. Lists with definitions of concepts across subject areas might be helpful (example: mathematical terminology). Language arts and acquisition can be taught through content in all subjects. Because elementary ELD students are in pull out EL programs, they sometimes the miss important content that is

happening in the mainstream classroom and can fall behind. There needs to be a coordinated effort between the EL teacher and the classroom teacher. At the secondary level, after-school EL tutoring precludes EL students from participating in other after school activities such as sports, or, their grades may not be high enough to qualify for athletics. We were able to offer scholarships for the After School Enrichment Program to low income ELD students this year to provide these students with the opportunity for additional enrichment. District wide our EL numbers are down, we may not qualify for Title III money. There is a need for bilingual staff and materials for all parent education opportunities. We will continue to meet twice a year, January/May to check the progress of LCAP goals and actions.

Pacific Grove Teachers Association and Classified SEA: May 20,2019

Teachers and Classified Union leadership went over the annual update actions and expenditures for 2018-2019 and the LCAP goals for 2019-2020 Overall the district is doing well according to all state priorities and the growth for all target groups towards meeting standards. Although there is positive growth, there are still gaps between the focus target groups and all other peers. Areas of need were discussed regarding targeted student groups in the area of mathematics and English language arts and actions outlined in the 2019-2020 LCAP addressing specific needs.Teacher and classified input will be important as individual sites drill down on site based student data, paying particular attention to student target groups. Units agreed that classified staff, specifically instructional aides needed more opportunities for professional development to better support student needs, especially next year as we adopt a new math program. Classified staff need to be invited to staff meetings to engage in conversation for site plans to offer different perspectives. Other ideas were to have the math coach with instructional aids to provide ongoing support with the new math program at elementary. The PGTA president noted the professional development listed as actions in the 2018-2019 annual update, and mentioned that folks should be held accountable for sharing what they learned during collaboration or staff meetings. This would ensure professional development was shared by all and not just the folks who attended a workshop such as GLAD and Illuminate this year. Also discussed was the constant changes with new programs and/or instructional practices that we don't keep long enough to become proficient and use automatically in the classroom.

District Public Hearing for the Local Control Accountability Plan is scheduled for June 6, 2019

District Local Control Accountability Plan will be presented to the board for approval on June 20, 2019

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on the various stakeholder meetings at the sites, along with the feedback from parents, students, teachers, classified staff, and community members, a majority of participants were satisfied with the goals and action plans the district and sites are implementing to address the District's goals and their alignment to the State's Eight Priorities. Stakeholder feedback supports the

district's goals to specifically meet the needs of targeted student groups with achievement gaps in mathematics and English language arts and are pleased with the growth for our target groups year after year. Stakeholders shared positive comments regarding the district's base program in support of all of California's eight state priorities (Conditions of Learning:basic services provided by the district with its facilities, highly qualified teachers, and instructional materials, Pupil Achievement, Pupil Engagement, Parental Involvement, School Climate)

Themes that emerged from stakeholder feedback reinforce and enhance the district's LCAP goals and actions for 2019-2020. The district will continue its ongoing efforts to provide a quality base program that supports ALL students to graduate from high school prepared for college and/or careers with highly qualified teachers, clean classrooms, in safe, supportive learning environments attending to the whole child academically, socially, and emotionally. Discussions and plans to ensure all campuses are safe will continue ongoing professional development for all staff.

To support students at the High School and Community HS, a full time counselor has been added this year and will continue for the 2019-2020 school year. The counselor will be at Community High School one day a week and 4 days at the High School. The focus will be to support target student groups to ensure college and/or career preparation throughout high school and tend to students who require additional counseling for social/emotional needs.

All sites will also continue to implement social/emotional programs to build student resilience, confidence, and social skills as well as address issues related to depression and other social/emotional needs. The results of California Healthy Kids Survey will be shared with the teaching staff and leadership classes at the, Middle and High school to gather ideas on how to best meet areas of need such as depression, suicide, and the overall social emotional needs for all students. We will continue to monitor students at risk via the ON TRACK system in Illuminate.
Robert Down and Forest Grove will be implementing the same program, Toolbox, to support all students with social emotional needs.

We will continue to support professional development opportunities for certificated and classified instructional staff in support of targeted student groups. We will also continue to build on the work of Instructional Leader Teams with as they engage in the PLC process to analyze student data based on common formative assessment to address the instructional needs of students with achievement gaps. The Professional learning focus will be to refine the process of the analysis and evidence of student learning to support the learning for all of our students and identifying students who require additional instructional strategies in the classroom and those who require other intervention supports. The focus on Teacher Clarity along with Success Criteria will support students in understanding where they are in their learning progression towards standards. This will also support teachers as they differentiate instruction to meet student needs with a targeted approach. English learners, economically disadvantaged students, foster youth, and students with disabilities will be closely monitored to ensure they are also supported academically, socially, and emotionally. Students who receive intervention services will be supported with the curriculum used in the classroom that is grade level appropriate and aligned to grade level standards.

To support Educational Technology and Data Analysis we are integrating our student information system and assessment system into one platform: Illuminate Education. The district will continue to provide a check out system for students to use computing devices

at home. More efforts to address issues with Cyber safety and bullying will continue with student and parent forums along with information nights on technology use at home such as google classroom and online instructional programs.

To provide ongoing support for students who require additional support in mathematics and English language arts we will continue to offer support classes at the Middle and High School and continue with transitional math and English classes at the middle school for students exiting the Math and Read 180 programs. For all students who require additional support in all core academic classes, we will continue to provide support classes, study halls, before/after school tutoring, a Summer School program, and specified intervention programs at the sites. We will continue to support teachers with an Instructional Math Coach for grades k-8.

Due to the feedback from our English Learner families and an increase of Hispanic families who represent the largest percentage of our English Language Learners, communication practices were improved this year and we will continue to reach out to this and other communities more effectively through personal invitations to site parent meetings and events. The parent portal in Illuminate along with the email system and its ability to be translated into several languages will enhance our efforts. ELAC's at the sites will survey parents to determine when is the best time for meetings so that all families feel welcome. Parents will also be invited to attend the language review team meetings to provide input regarding the reclassification of their students. We will also seek the input from our parents of English learners in an effort to meet their needs and improve the instructional program with an annual survey. After school supports such as homework help and tutoring will be offered to all English learners at all sites. We will also continue the Parent education class offered at Forest Grove for all English learner parents. Better efforts will be made to communicate with parents regarding the reclassification as proficient in English and what this entails. The schools will also make a better effort in communicating with teachers which students are RFEP and their monitoring process.

All School Site Plans reflect the actions based on the variety of stakeholder meetings listed. Please see school site plans for specific actions related to stakeholder feedback.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In order to adequately prepare students for their future, it is critical that our base program be of high quality. We will also be looking at how best to decrease suspension rates at the elementary, middle, and high school for targeted groups and continue to implement Restorative Justice practices. Please see appendix A for a district data representing the 8 state priorities.
College and Career Readiness Indicator status of yellow in 2017-2018 with 59.9% prepared, 13.9 approaching prepared, 26.3 not prepared with an overall decline over 2016-2017 of 8.7%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
see appendix A : all local indicators template	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics	See appendix tool 1-8 Legislated metrics

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The base program includes:	The base program includes: 1. All teachers and administrators are highly qualified to provide support to	The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)

4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to maintain and

students in attaining access to a comprehensive education.

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)

4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.

2. Classified staff and administrators in each job alike support student learning, health, and safety.

3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410) To address College and Career Readiness we are increasing dual enrollment classes from five to nine for the upcoming 2019-20 school year. In doing so we are allowing more options for students to complete a CTE Pathway and participate in a dual enrollment class, both of which will lead our students to be deemed College and Career Ready. Also implemented will be the Freshman Academy designed to ease the transition from middle school to high school for our incoming freshman classes. The vision for the academy is as follows: Every student at PGHS will learn and utilize essential academic skills that will enable them to be successful in high school and beyond. The measurable goals for Freshman Academy are as follows: 1) Increase overall grade point average; 2) Increase A-G credits earned; 3) Increase overall academic skill sets; 4) Decrease behavioral issues.

4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing

enhance technology infrastructure based on ongoing needs and purchase digital curriculum and instructional programs. (Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services)

11. Expand facilities to reduce class size in the elementary grades and maintain the integrity of essential programs.

installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs.

(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services) Increased counseling services at the elementary and High School and Community High School.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans

student engagement and participation to ensure high levels of achievement in all subject areas.

5. Instructional delivery of all core content areas with standards aligned instructional materials.

6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials. This year elementary grades TK-5th will implement a new math program, SWUN Math, and receive intensive professional development from SWUN coaches and our own district math coach.

7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs. District-wide technology systems alignment and training: ISI implementation, support, Classroom instructional technology upgrades: replacement of outdated projectors, document cameras, teacher

and strategies to support and redirect students to make positive choices. To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.

To promote safe campuses there will be ongoing district wide professional development in THE BIG FIVE, School emergency guidelines for immediate action response.

- Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid to provide teachers, school staff, administrators and classified staff, the tools to detect signs and symptoms of mental health problems in youth and how to respond in times of crisis.
- Partner with Department of Homeland Security and local law enforcement in their "See Something Say Something" Campaign.
- Install all exterior district doors with "Lock Blok" device to prevent hostile intruders entry to classrooms.
- Update emergency safety supplies at each campus.

and student devices - Laptops, Chromebooks, iPads
Wifi Network Upgrades and Expansion: Routers, Access Points,
3D design/CAD, robotics kits, and STEM-based equipment for curriculum integration at all schools
K-5 Computer Science instruction provided to all students - K5.
Parent Ed Tech Night - Fall 2018 (PGMS)
(Measure A Bond program fund 21)

9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432)

10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services). We will track students via Illuminate's On Track Early Warning System and implement the district wide suspension criteria as well as strategies to support students in making positive behavior choices. The board approved Student Discipline Matrix and Related Interventions will be used as a guideline to provide district wide optional consequences.

- Continue Contract for service with District SRO and Canine Narcotic Unit.
- Provide community members access to relevant resources related to school safety that is posted on our district website.

Taking a proactive stance to decrease suspensions district wide, we will be exploring the On Track: Early Warning System in Illuminate and identify social, emotional, and academic indicators that would allow us to intervene and support students to be successful and thrive as they progress in our TK-12 school system. We are also planning on developing criteria for suspensions in all grade spans and strategies to support and redirect students to make positive choices.

To provide consistency within our elementary schools for behavior expectations, Forest Grove along with Robert Down, will also implement the Program Toolbox by Dovetail Learning, a Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. Children learn 12 simple yet powerful Tools. With practice, these Tools become valuable personal skills and strategies for self-awareness, self-management, and relationship-building, which, in turn, foster responsible decision-making. The curriculum is designed to teach students alternate ways to deal with adverse situations in a positive manner. At the Middle School Character Strong will be implemented with a strong focus on character development and social-emotional skills by promoting positive interactions and relationship skills. The High School and Community High School will continue their efforts with implementation of Restorative Justice practice.

To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors.

We will continue to provide the following safety supports to our 2019-2020 district wide safety plan:

District-wide professional development in THE BIG FIVE, School Emergency Guidelines for Immediate Action Response. This training will be provided to new staff, substitute teachers, and site safety teams inclusive of management, classified and certificated staff.
Partner with Department of Homeland Security and local law enforcement in the "See Something, Say Something" campaign.
Partner with Sandy Hook Promise to provide administrators, staff and parents resources in wellness programs that identify, intervene and help at-risk individuals and gun safety practices that ensure firearms are kept safe and secure.
Update Site Safety Plans and Resources for mental health and crisis mitigation on our district website.
Continue contract for service with District School Resource Officer (SRO) and Wonder Woofs, Canine Narcotic Unit.
Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid
Install an additional eight surveillance cameras at district office and maintenance facility.
Move from the use of analog radios to digital radios district wide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,556,650	$15,666,431.	$16,464,034
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers and Adminstrators	1000-1999: Certificated Personnel Salaries Teachers and Administrators	1000-1999: Certificated Personnel Salaries Teachers and Adminstrators
Amount	$5,254,117	$6,069,867	$6,275,948
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	2000-2999: Classified Personnel Salaries Classified Administrators and Staff
Amount	$5,798,117.	$6,444,716	$7,313,329
Source	General Fund	General Fund	General Fund
Budget Reference	3000-3999: Employee Benefits Certificated and Classified staff	3000-3999: Employee Benefits Certificated and Classified staff	3000-3999: Employee Benefits Certificated and Classified staff
Amount	$995,790.	$1,174,500	$1,122,411
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies All instructional materials, supplies and new adoptions (Middle school: ELA, HS: AP World Geography),	4000-4999: Books And Supplies All instructional materials, supplies + new adoptions	4000-4999: Books And Supplies Approved Textbooks and Core Curriculum, Reference materials, Materials & Supplies, Noncapitalized Equipment

Amount	$1,452,413	$1,605,376	$2,012,869
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting, Dues/Memberships, Insurance,Utilities/Housekeeping, Rentals/Leases/Repairs, Professional Consulting, Communications
Amount	$400,000.	$600,000.	$580,000
Source	Measure A Fund 21	Measure A Fund 21	Measure A Fund 21
Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software	4000-4999: Books And Supplies Technology hardware, infrastructure, Instructional core curriculum software, and instructional software	4000-4999: Books And Supplies Technology hardware, infrastructure, Instructional core curriculum software, and instructional software
Amount	$600,000.		$57,036
Source	General Fund		General Fund
Budget Reference	6000-6999: Capital Outlay Five Elementary Portables paid out of fund 40		7000-7439: Other Outgo Special Education Billback and indirect costs
Amount			$75,880
Source			General Fund
Budget Reference			7000-7439: Other Outgo Interfund transfer out

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Mathematics
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

According to the CA School Dashboard for the Smarter Balanced Assessment Math indicator students showed remarkable growth for the 2017-2018 results: all targeted groups improved significantly in this area, moving from Orange status to GREEN in 2017-2018, and students with disabilities from Orange to YELLOW, we want to continue with all actions and services to ensure continued growth .

SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) did increase by more than 5 percentage points.

Overall English Learners:(combination of EL and RFEP):Green : 8.2 points below standard, increased 14.1 points
Reclassified English learners: 9.3 points below standard, increased 7.5 points
English learners: 7 points below standard, increased 20 points

SED (socio-economic disadvantaged): Green: 20.6 points below standard, increased 25.3 points

Students with disabilities: Yellow: 63.7 points below standard, increased 5.6 points.

IFA Performance in Math - All Grade Levels: Please see the appendix for grade level formative assessment results to include all student target groups.
IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively showed growth throughout the school year by employing targeted and systematic academic intervention for students in need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. Local Measures: Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.	2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. See Appendix A for 2015-2016 and 2016-2017 SBA results	SBA Math Performance - Grades 3-8 and 11: SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in Math - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.)	SBA Math Performance - Grades 3-8 and 11: SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in Math - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.)	SBA Math Performance - Grades 3-8 and 11: SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in Math - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

All site Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data. •	All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.	All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria.Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,200.	no cost	no cost
Source	Education Effectiveness Funds		
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for Site Instructional Leadership Teams		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 2: Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.	Develop a district wide vertical articulation cycle beginning and end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.	Develop a district wide vertical articulation cycle at the end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,500.	$5,500	$2,500
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for articulation	1000-1999: Certificated Personnel Salaries Substitute costs for articulation	1000-1999: Certificated Personnel Salaries Substitute costs for articulation

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Robert Down Elementary, Forest Grove Elementary, and Pacific Grove Middle School
Specific Grade Spans: TK-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 3: Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with	Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific	Math Coach will work with elementary teachers and instructional aids TK-5th to support the new adopted math curriculum and middle school math departments to support math teachers in the PLC cycle.

specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.	targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.	Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs in the targeted intervention math classes. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$38,880	$38,880	$22,200
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Contract for Math Coach Elementary 296 hrs. MS 74 hrs.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Specific Student Groups: Students with disabilities [Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income
[Add Students to be Served selection here] | LEA-wide
[Add Scope of Services selection here] | All Schools
[Add Location(s) selection here] |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of two general education and two for special education.(The addition of the 2nd Math 180 class for special education is new for 2017-2018). A math transition class is being added for students on IEP's that are exiting Math 180. New classes will be developed for math 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students | Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and two special education. Continue a math transition class for students on IEP's that are exiting Math 180.
Continue with RTI classes for math 6, 7, 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application.
Students in grade level math classes who struggle will attend a Math Academic | Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping.

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and one special education. Continue a math transition class for students on IEP's that are exiting Math 180. .
Continue modified classes for math 6, 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application.
Students in grade level math classes who struggle will attend a Math Academic |

| in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in the day to support struggling students at the high school as well as a Fundamentals of Math class. | Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class. | Intervention class offered after school at the Middle School level.

At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class. A new targeted intervention math/English class is offered for 10th grade students who are at risk of failing. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$96,467.	$154,143	$150,208
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math	1000-1999: Certificated Personnel Salaries General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes	1000-1999: Certificated Personnel Salaries General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes and 10th grade math/English intervention class
Amount	$44,325.	$51,973.	$43,737
Source	General Fund	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school	1000-1999: Certificated Personnel Salaries Special education transitions Math and 1 math 180 Middle School	1000-1999: Certificated Personnel Salaries Special education transitions Math and 1 math 180 Middle school

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pacific Grove Middle school and High School
Specific Grade Spans: grades 7, 8, 9, and 10-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one10th grade AVID section.	Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and keep the second section of AVID for grades 10-12.	Action 5: Support AVID implementation at the middle school and high school. Add one section to 7th grade AVID and maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and 10-12 grade AVID.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000.	$90,213.	$109,679
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 AVID sections: 8th and 9th grade and one section for District AVID director	1000-1999: Certificated Personnel Salaries 3 AVID sections: 8th, 9th, and one section for District Avid Director	1000-1999: Certificated Personnel Salaries 4 AVID sections:7th, 8th, 9th, 10th-12 and one section for District AVID Director
Amount	$8636.	$8636.	$9,118
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies AVID membership fees	4000-4999: Books And Supplies AVID membership fees	5000-5999: Services And Other Operating Expenditures AVID membership fees
Amount	$20,000	$22,273.	
Source	Other	Other	
Budget Reference	1000-1999: Certificated Personnel Salaries 10th grade AVID section paid by College & Career Readiness Block Grant	1000-1999: Certificated Personnel Salaries 10th-12th grade AVID section paid by College & Career Readiness Block Grant	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income		Specific Schools: Pacific Grove High School Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.	Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.	Increase percentage of students target groups meeting A to G requirements and/or enrollment in CTE pathways with an additional full time counselor who will meet with target student groups at the high school and one day a week at Community High School

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000.	$20,400	$86,829
Source	Other	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries College and Career College Readiness Block Grant	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engllish Language Arts:

All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

2017-2018 SBA ELA Performance Grades 3-8 and 11: see appendix for district wide All students English Language Art Scores by grade level. Overall- Blue (highest status) 56.5 points above the standard and Increased 8.5 points. We had no groups in the Red or Orange category. Only 1 group in yellow, 2 groups green and 4 groups blue. Given the positive trajectory and growth for all student groups, we are continuing with the actions to ensure continued growth for all student target groups.

Target group scores:

Overall English learners (combination of EL and RFEP: Green-High (status) 12.4 points above standard and increased 10.8 points
English learners: 12 points above standard and increased 20.7 points
Reclassified English Learners: 12.7 points above standard and maintained -0.6 points

Socio-economic disadvantaged: Blue-highest (status) 14.8 points above standard, increased 18 points

Students with Disabilities: Yellow (low) 32.6 points below standard, increased 3.2 points

District formative assessments overall show target students making growth. We will continue to refine intervention strategies within the classroom setting with flexible small group instruction and frequent formative assessments to monitor progress. See Appendix for target group information.

2018-2019 Reclassification rate for English Learners: 17%

ELPAC: English Learner Proficiency Progress summative assessment in 2017-2018

Level 4: Well Developed 49.4%
Level 3: Moderately Developed 22.8%
Level 2: Somewhat Developed 15.2%
Level 1: Beginning Stage 12.7%

Given 2017-2018 is a baseline year for ELPAC, we are anticipating our English Learners to continue making progress towards attaining English Proficiency in 2018-2019 summative assessments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. CELDT	2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Measures: Interim Formative Assessments (IFA) to be given 3 or more times per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate and other measures such as Basic Skills, DIBELS, SRI, etc.	placement. Please see Apendix A for 2015-2016 SBA results. 2016-2017 CELDT 68% Making annual progress in learning English 47% Attained English Proficiency level on CELDT Reclassification rate for English Learners: 21%	Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.	Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need..	Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	[Add Location(s) selection here]
[Add Students to be Served selection here]	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.	Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures. Grade level teams will also work with the site administrator and Curriculum Director to implement best practices for integrated and designated English Language Development integrating lesson studies, and peer observations in keeping with the Cycles of Professional Learning Practice.	All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria.Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and

		determine their success based on student data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	cost reflected in Goal 2	no cost	no cost

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.	Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.	Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$8,000	$4,000
Source	Education Effectiveness Funds	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle and High School
Specific Grade Spans: 6-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be .scheduled in Read 180 courses. At the middle school a transitions English class will be added as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.	Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be .scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.	Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. At the middle school, students two or more grade levels behind will be.scheduled in general education Read 180 courses . A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes after exiting the Special Education Read 180 program. At the high school, an intervention English class will support sophomores needing additional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$39,869.	$46,666	$41,378
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180
Amount	$23,000.	$21,982	$19,266
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Special education English transition class	1000-1999: Certificated Personnel Salaries Special education English transition class	1000-1999: Certificated Personnel Salaries Special education English transition class

Amount			$8,900
Source			General Fund-Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries 10th grade intervention English

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Robert Down Elementary and Forest Grove Elementary
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted	Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted	Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted

	interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.	interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.	interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$360,784.	$368,657.	$330,453
Source	Supplemental	Supplemental	General Fund-Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salary and benefits	1000-1999: Certificated Personnel Salaries Certificated salary and benefits	1000-1999: Certificated Personnel Salaries Certificated salary elementary intervention programs
Amount	$144,922.	$181,730.	$337,227
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified salary and benefits	2000-2999: Classified Personnel Salaries Classified salary and benefits	2000-2999: Classified Personnel Salaries Classified salary (all elementary instr. aids)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners | LEA-wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 5: Professional development on Designated and Integrated English Language Development for all elementary and Middle school teachers and classified instructional aides.	Professional development on Designated and Integrated English Language Development for all Middle and High school content area teachers.	Continued supports and professional development for all elementary and content area teachers at the Middle and High school with implementation of integrated English Language development best practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,500.	$8,000	$2,000
Source	Other	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff
Amount	$1,000.	$8,000.	$1,000.
Source	Other	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs	1000-1999: Certificated Personnel Salaries Substitute costs	1000-1999: Certificated Personnel Salaries Substitute costs

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Pacific Grove Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.	Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.	Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8000.	$8,160..	$8,300.
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

2018-19 Actions/Services

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

2019-20 Actions/Services

Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated supports for Smarter Balanced end of year tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500.	$1,500.	$1,500.
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days (Title 3)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Forest Grove Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.	Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.	Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000.	$4,000.	$4,000.
Source	Other	Other	Adult Education Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$1,400.	$1,400.	$1,400.
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Baby sitting through BASRP	2000-2999: Classified Personnel Salaries Baby sitting through BASRP	2000-2999: Classified Personnel Salaries Baby sitting through BASRP (paid by Title 3)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.	Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.	Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no cost	no cost	no cost

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$772,063	4.29%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolbox at Robert Down and Forest Grove, PG Middle school Students of Concern, and the DOT Program at the High School ensure students social and emotional needs are met. Districtwide, students are identified using the ON TRACK system in Illuminate, which identifies students who might be at risk based on key criteria such as attendance, behavior, academics, referrals, etc. We are continuing with the additional counseling hours at all sites to target students emotional/social needs as a preemptive measure. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. After carefully analyzing student needs, we found students needed to receive supports with the core curriculum in English Language Arts and Math and will be continuing with this practice at all sites. Intervention teachers and instructional aides will push in to the classroom and support students as needed with supplemental materials aligned to the core curriculum. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure they are progressing in

meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. In 2018-2019 ELD and a classroom teacher from each site were trained on GLAD strategies. For 2019-2020, we expect ELD teachers to demonstrate these strategies for other teachers in their classrooms and offer professional development at staff meetings and collaboration times throughout the school year. This will make core content comprehensible for English learners, and other students who have learning gaps. Students are also encouraged to attend before and after school tutoring and homework help. The tutoring is offered to all English learners at the elementary, middle, and high school. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is continuing with the math and English transitions classes for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. The middle school is also adding a 7th grade AVID(Advancement Via Individual Determination) class in addition to the current 8th grade AVID class to build the AVID program at the Middle school which feeds the AVID program at the High School. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be continuing with the differentiated math placement in grades 6, 7, and 8 to build conceptual understanding and increase academic language instruction for math.

The high school will continue to provide two AVID sections, one for incoming freshman and another section for grades 10,11, & 12. To support students in 10th grade based on data, a new intervention class has been added to target math and English language arts instruction. Additional Instructional aids will be provided to assist with small group instruction. A 3rd full time counselor will continue to target English learners and Socio economically challenged students and also continue supporting our students at Community High School academically, socially, and emotionally. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and guidance throughout their high school years. The high school also uses the ON Track system in Illuminate to identify students who are at risk. The high school will offer a math support class for students who are also enrolled in Integrated Math 1 that have been identified as needing further support within the school day designed to address

students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed $772,063. For LCAP year 2019-2020 the district will provide supports for all unduplicated students with estimated expenditures of $ 793,384

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$775,619	4.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolkit at Robert Down, MindUp at Forest Grove and PG Middle school and the DOT Program at the High School ensure students social and emotional needs are met. For the 2018-2019 school year we have added additional counseling hours at the elementary and high school to specifically address target student needs. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. After carefully analyzing student needs, we found students needed to receive supports with the core curriculum in English Language Arts and Math. Intervention teachers and instructional aides will push in to the classroom and support students as needed with supplemental materials aligned to the core curriculum. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. Students are also encouraged to attend before and after school tutoring and homework help. The tutoring is offered to all English learners at the elementary, middle, and high school. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is adding another tier of intervention for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing

general education English language arts and mathematics classes. Selected students will be enrolled in Transition English and or Transition Math classes as per the decision of the IEP team. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be offering a new differentiated math placement in grades 6, 7, and 8 to build conceptual understanding and increase academic language instruction for math. The middle school will also be offering a study hall for grades 6, 7, and 8 within the school day to provide additional supports for at risk students.

The high school will continue to provide two AVID (Advancement Via Individual Determination) sections for incoming freshman and another section for grades 10,11, & 12. Additional counseling hours to target English learners and Socio economically challenged students will continue for 2018-2019 and this position is now a .8FTE also supporting our students at Community High School. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and guidance throughout their high school years. The high school will offer a math support class for students who are also enrolled in Integrated Math 1 that have been identified as needing further support within the school day designed to address students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed $775,619. For LCAP year 2018-2019 the district will provide supports for all unduplicated students with estimated expenditures of $775,932.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$489,629.

Percentage to Increase or Improve Services

2.91%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the supports for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth.

We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolkit at Robert Down, MindUp at Forest Grove and PG Middle school and the DOT Program at the High School ensure students social and emotional needs are met. Administrators and teachers work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team comprised of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to insure they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades.

To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom supports to enhance language acquisition as well as provide the social/emotional supports to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. To be certain that our most challenged students do not fall behind during the summer, we offer a four week summer school program for grades k-8. The summer school program is designed to meet the needs of ALL struggling students specifically our English learners, students with disabilities, socioeconomically challenged, and foster youth.

The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional supports. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual

Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is adding another tier of intervention for students on IEP's who have completed the Read 180 and/or Math 180 programs but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. Selected students will be enrolled in Transition English and or Transition Math classes as per the decision of the IEP team. Students who are identified as struggling according to formative assessments, grades, and teacher recommendation are assigned to the Academic Intervention class after school. The middle school math department will also be offering a new differentiated math placement in grades 6,7, and 8 to build conceptual understanding and increase academic language instruction for math.

The high school will be adding an additional AVID (Advancement Via Individual Determination) section for 10th, 11th and 12th grade students and additional counseling hours to target English learners and Socio economically challenged students. The high school administration, teachers, and support staff also identify students who are challenged academically, emotionally, or socially during a collaborative process known as the "DOT" program. The goal is to provide students with meaningful adult connections and guidance throughout their high school years. The high school also offers a Fundamental of Math course designed to address students' skill gaps in math as they transition to high school. Other supports include study hall and an 8th period math intervention class. This year we will also offer a two week math program in the summer for students who need that additional support to better prepare them for the first math course in high school Integrated Math. Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed $489,629. For LCAP year 2017-2018 the district will provide supports for all unduplicated students with estimated expenditures of $615,920
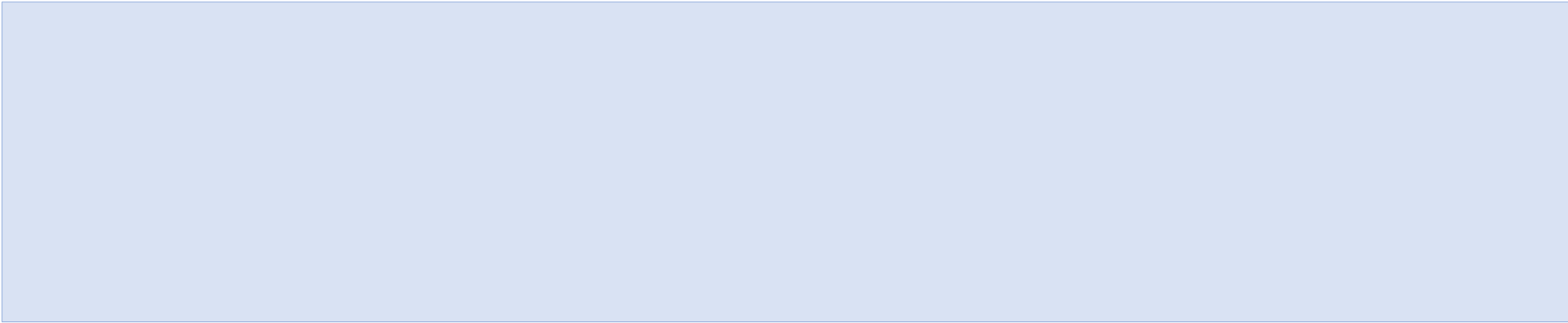
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	32,602,843.00	31,537,234.00	29,983,070.00	32,602,843.00	35,085,202.00	97,671,115.00
Adult Education Fund	0.00	0.00	0.00	0.00	4,000.00	4,000.00
Education Effectiveness Funds	0.00	0.00	24,200.00	0.00	0.00	24,200.00
General Fund	31,202,738.00	30,215,541.00	28,891,470.00	31,202,738.00	33,704,918.00	93,799,126.00
General Fund-Supplemental	0.00	736,507.00	0.00	0.00	793,384.00	793,384.00
Measure A Fund 21	600,000.00	567,631.00	400,000.00	600,000.00	580,000.00	1,580,000.00
Other	29,173.00	17,555.00	51,400.00	29,173.00	2,900.00	83,473.00
Supplemental	770,932.00	0.00	616,000.00	770,932.00	0.00	1,386,932.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	32,602,843.00	31,537,234.00	29,983,070.00	32,602,843.00	35,085,202.00	97,671,115.00
1000-1999: Certificated Personnel Salaries	16,461,738.00	16,906,869.00	15,280,295.00	16,461,738.00	17,271,784.00	49,013,817.00
2000-2999: Classified Personnel Salaries	6,252,997.00	6,308,702.00	5,400,439.00	6,252,997.00	6,614,575.00	18,268,011.00
3000-3999: Employee Benefits	6,444,716.00	5,585,348.00	5,798,117.00	6,444,716.00	7,313,329.00	19,556,162.00
4000-4999: Books And Supplies	1,783,136.00	1,559,451.00	1,404,426.00	1,783,136.00	1,702,411.00	4,889,973.00
5000-5999: Services And Other Operating Expenditures	1,660,256.00	1,176,864.00	1,460,913.00	1,660,256.00	2,027,987.00	5,149,156.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	38,880.00	0.00	22,200.00	61,080.00
6000-6999: Capital Outlay	0.00	0.00	600,000.00	0.00	0.00	600,000.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	132,916.00	132,916.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	32,602,843.00	31,537,234.00	29,983,070.00	32,602,843.00	35,085,202.00	97,671,115.00
1000-1999: Certificated Personnel Salaries	Adult Education Fund	0.00	0.00	0.00	0.00	4,000.00	4,000.00
1000-1999: Certificated Personnel Salaries	Education Effectiveness Funds	0.00	0.00	19,200.00	0.00	0.00	19,200.00
1000-1999: Certificated Personnel Salaries	General Fund	15,701,913.00	16,191,607.00	14,637,475.00	15,701,913.00	16,495,100.00	46,834,488.00
1000-1999: Certificated Personnel Salaries	General Fund-Supplemental	0.00	697,707.00	0.00	0.00	771,184.00	771,184.00
1000-1999: Certificated Personnel Salaries	Other	27,773.00	17,555.00	46,500.00	27,773.00	1,500.00	75,773.00
1000-1999: Certificated Personnel Salaries	Supplemental	732,052.00	0.00	577,120.00	732,052.00	0.00	1,309,172.00
2000-2999: Classified Personnel Salaries	General Fund	6,251,597.00	6,308,702.00	5,399,039.00	6,251,597.00	6,613,175.00	18,263,811.00
2000-2999: Classified Personnel Salaries	Other	1,400.00	0.00	1,400.00	1,400.00	1,400.00	4,200.00
3000-3999: Employee Benefits	General Fund	6,444,716.00	5,585,348.00	5,798,117.00	6,444,716.00	7,313,329.00	19,556,162.00
4000-4999: Books And Supplies	General Fund	1,183,136.00	991,820.00	1,004,426.00	1,183,136.00	1,122,411.00	3,309,973.00
4000-4999: Books And Supplies	Measure A Fund 21	600,000.00	567,631.00	400,000.00	600,000.00	580,000.00	1,580,000.00
5000-5999: Services And Other Operating Expenditures	Education Effectiveness Funds	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	1,621,376.00	1,138,064.00	1,452,413.00	1,621,376.00	2,027,987.00	5,101,776.00
5000-5999: Services And Other Operating Expenditures	General Fund-Supplemental	0.00	38,800.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	3,500.00	0.00	0.00	3,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	38,880.00	0.00	0.00	38,880.00	0.00	38,880.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund-Supplemental	0.00	0.00	0.00	0.00	22,200.00	22,200.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	38,880.00	0.00	0.00	38,880.00
6000-6999: Capital Outlay	General Fund	0.00	0.00	600,000.00	0.00	0.00	600,000.00
6000-6999: Capital Outlay	Other	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	General Fund	0.00	0.00	0.00	0.00	132,916.00	132,916.00

* Totals based on expenditure amounts in goal and annual update sections.

					Total Expenditures by Goal	
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	31,560,890.00	30,423,153.00	29,057,087.00	31,560,890.00	33,901,507.00	94,519,484.00
Goal 2	392,018.00	358,054.00	333,008.00	392,018.00	424,271.00	1,149,297.00
Goal 3	649,935.00	756,027.00	592,975.00	649,935.00	759,424.00	2,002,334.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

	Expenditures Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	1,041,953.00	1,114,081.00	925,983.00	1,041,953.00	35,085,202.00
Adult Education Fund	0.00	0.00	0.00	0.00	4,000.00
Education Effectiveness Funds	0.00	0.00	24,200.00	0.00	0.00
General Fund	241,848.00	360,019.00	234,383.00	241,848.00	33,704,918.00
General Fund-Supplemental	0.00	736,507.00	0.00	0.00	793,384.00
Measure A Fund 21	0.00	0.00	0.00	0.00	580,000.00
Other	29,173.00	17,555.00	51,400.00	29,173.00	2,900.00
Supplemental	770,932.00	0.00	616,000.00	770,932.00	0.00

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	32,395,541.00	31,362,991.00	29,703,585.00	32,395,541.00	34,838,176.00
Adult Education Fund	0.00	0.00	0.00	0.00	0.00
Education Effectiveness Funds	0.00	0.00	0.00	0.00	0.00
General Fund	31,172,602.00	30,188,538.00	28,846,334.00	31,172,602.00	33,682,000.00
General Fund-Supplemental	0.00	605,822.00	0.00	0.00	574,676.00
Measure A Fund 21	600,000.00	567,631.00	400,000.00	600,000.00	580,000.00
Other	1,500.00	1,000.00	0.00	1,500.00	1,500.00
Supplemental	621,439.00	0.00	457,251.00	621,439.00	0.00

Grade 8: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter vs. Pink/Spring

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
79.0% and above	58.0% to any score less than 79.0%	37.0% to any score less than 58.0%	0.0% to any score less than 37.0%

Exceeded: A 8%, B 39%, C 26%
Met: A 38%, B 43%, C 51%
Nearly Met: A 36%, B 15%, C 17%
Not Met: A 18%, B 4%, C 6%

Assessment Titles
A − Inspect Grade 8 ELA Interim Orange 2018-2019 Online Only
B − Inspect Grade 8 ELA Interim Green 2018-2019 Online Only
C − Inspect Grade 8 ELA Interim Pink 2018-2019 Online Only

Grade 8: 2018-19 Interim Formative Assessment (IFA) Results: Math IFA-1/Fall vs. IFA-2/Winter

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
72.0% and above	58.0% to any score less than 72.0%	41.0% to any score less than 58.0%	0.0% to any score less than 41.0%

Exceeded: A 30%, B 42%
Met: A 24%, B 22%
Nearly Met: A 11%, B 24%
Not Met: A 35%, B 12%

Assessment Titles
A − PGMS Grade 8 Math IFA-1 (2018-19)
B − PGMS Grade 8 Math IFA-2 (2018-19)

Grade 7: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter vs. Pink/Spring

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
77.0% and above	61.0% to any score less than 77.0%	41.0% to any score less than 61.0%	0.0% to any score less than 41.0%

Exceeded: A 36%, B 33%, C 40%
Met: A 29%, B 37%, C 27%
Nearly Met: A 24%, B 26%, C 24%
Not Met: A 11%, B 4%, C 9%

Assessment Titles
A – Inspect Grade 7 ELA Interim Orange 2018-2019 Online Only
B – Inspect Grade 7 ELA Interim Green 2018-2019 Online Only
C – Inspect Grade 7 ELA Interim Pink 2018-2019 Online Only

Grade 7: 2018-19 Interim Formative Assessment (IFA) Results: Math IFA-1/Fall vs. IFA-2/Winter
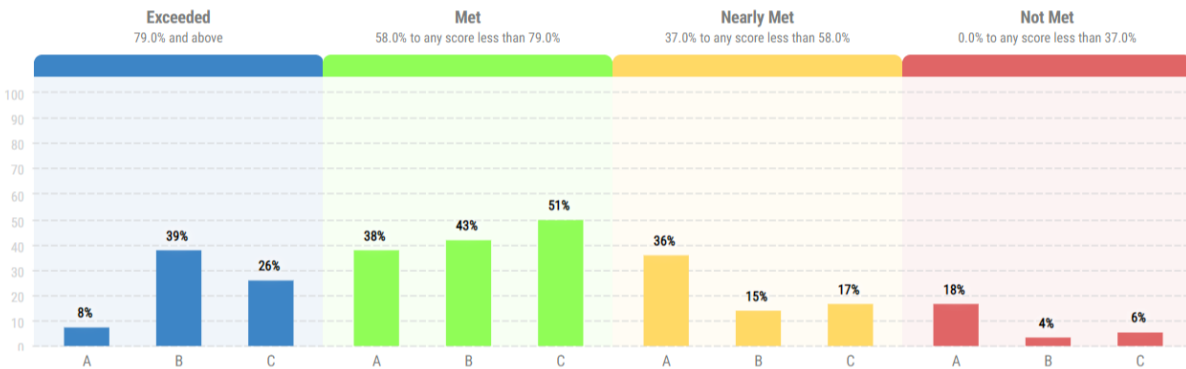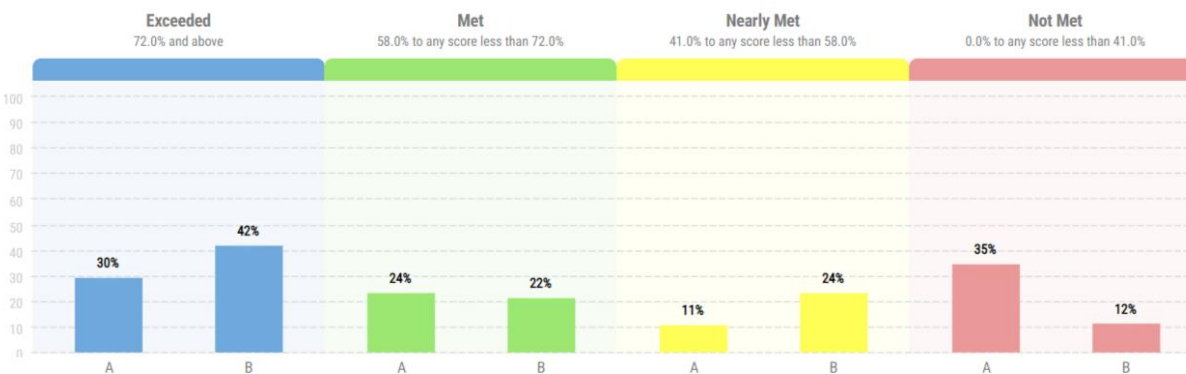
Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
75.0% and above	56.0% to any score less than 75.0%	40.0% to any score less than 56.0%	0.0% to any score less than 40.0%

Exceeded: A 24%, B 34%
Met: A 33%, B 29%
Nearly Met: A 20%, B 17%
Not Met: A 23%, B 20%

Assessment Titles
A – PGMS Grade 7 Math IFA-1 (2018-19) Online Only
B – PGMS Grade 7 Math IFA-2 (2018-19)

Grade 6: 2018-19 Interim Formative Assessment (IFA) Results: ELA IFA-1/Fall vs. IFA-2/Winter vs. IFA-3/Spring
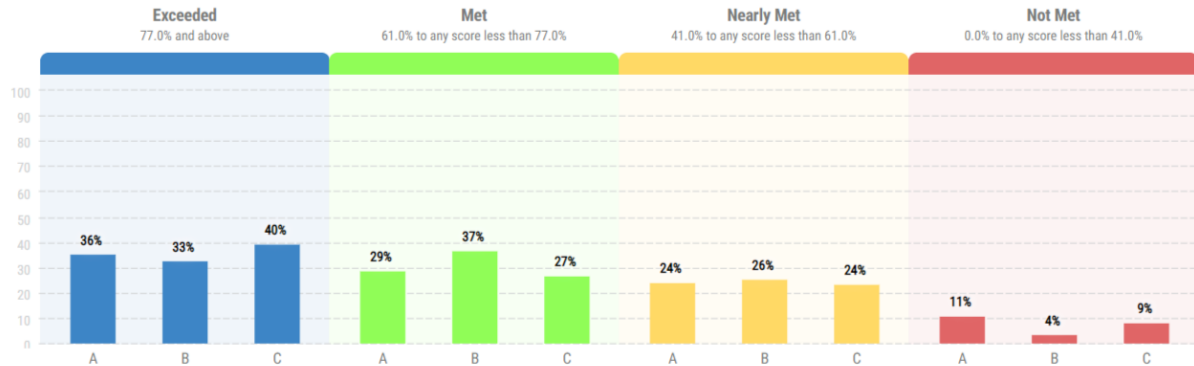
Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
76.0% and above	58.0% to any score less than 76.0%	39.0% to any score less than 58.0%	0.0% to any score less than 39.0%

Exceeded: A 42%, B 25%, C 18%
Met: A 37%, B 34%, C 31%
Nearly Met: A 13%, B 27%, C 37%
Not Met: A 8%, B 14%, C 15%

Assessment Titles
A – Inspect Grade 6 ELA Interim Orange 2018-2019 Online Only
B – Inspect Grade 6 ELA Interim Green 2018-2019 Online Only
C – Inspect Grade 6 ELA Interim Pink 2018-2019 Online Only

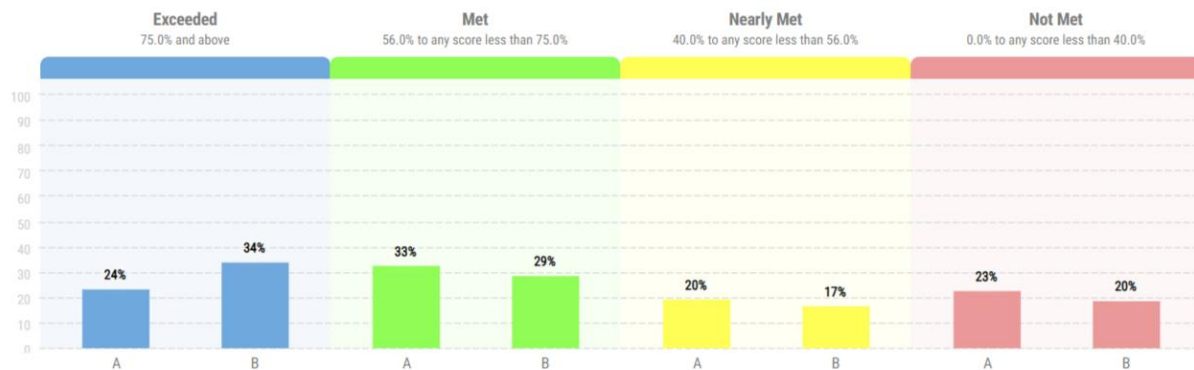**Grade 6: 2018-19 Interim Formative Assessment (IFA) Results: Math IFA-1/Fall vs. IFA-2/Winter vs. IFA-3/Spring**

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-23-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
78.0% and above	61.0% to any score less than 78.0%	45.0% to any score less than 61.0%	0.0% to any score less than 45.0%

Exceeded: A 25%, B 60%, C 32%
Met: A 25%, B 15%, C 34%
Nearly Met: A 35%, B 15%, C 17%
Not Met: A 14%, B 10%, C 16%

Assessment Titles
A – PGMS Grade 6 Math IFA-1 (2018-19) Paper Allowable
B – PGMS Grade 6 Math IFA-2 (2018-19)
C – PGMS Grade 6 Math IFA-3 (2018-19) Paper Allowable

Grade 5: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter
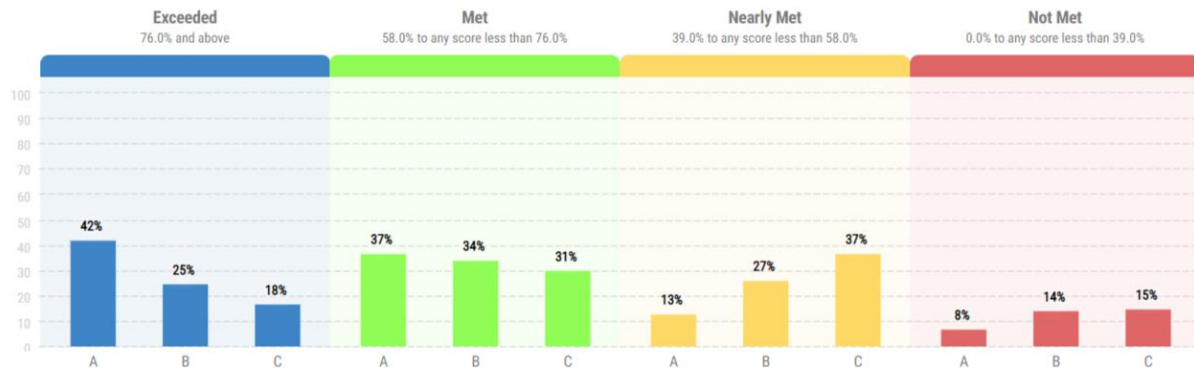
Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
81.0% and above	60.0% to any score less than 81.0%	41.0% to any score less than 60.0%	0.0% to any score less than 41.0%

A: 24% B: 32% | A: 42% B: 51% | A: 26% B: 13% | A: 8% B: 4%

Assessment Titles
A – Orange - Grade 5 ELA (2018-19) - IFA
B – Green - Grade 5 ELA (2018-19) - IFA

Grade 5: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter
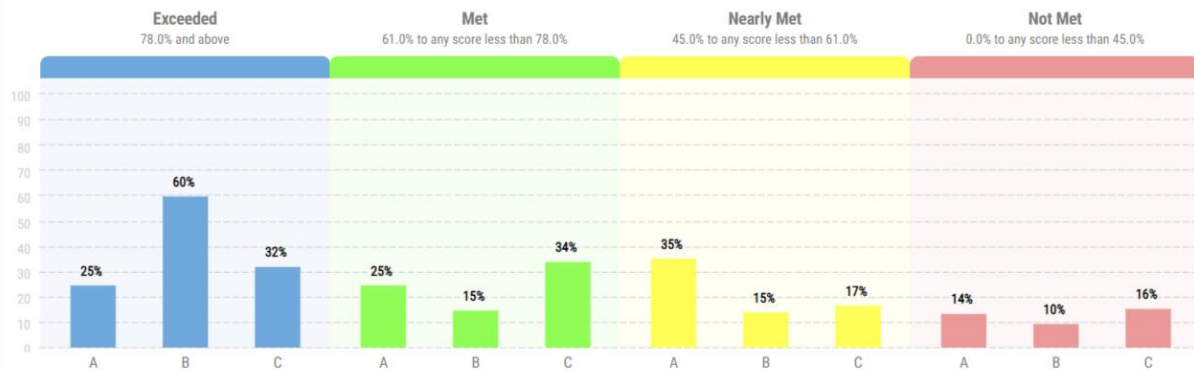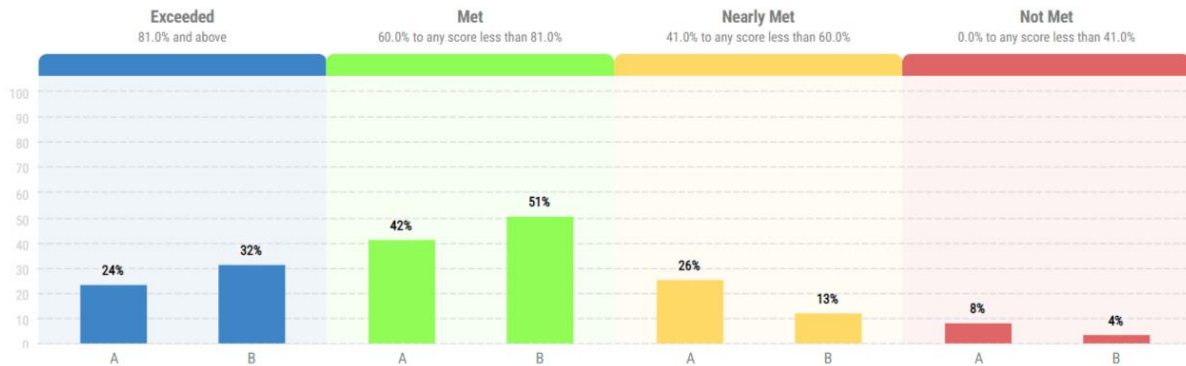
Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
(assessment score ranges do not match)	(assessment score ranges do not match)	(assessment score ranges do not match)	(assessment score ranges do not match)

A: 24% B: 32% | A: 22% B: 51% | A: 26% B: 13% | A: 28% B: 4%

Assessment Titles
A – Orange - Grade 5 Math (2018-19) - IFA
B – Green - Grade 5 ELA (2018-19) - IFA

Grade 4: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
77.0 and above	61.0% to any score less than 77.0%	43.0% to any score less than 61.0%	0.0% to any score less than 43.0%

Exceeded: A 20%, B 19%
Met: A 38%, B 27%
Nearly Met: A 30%, B 32%
Not Met: A 12%, B 23%

Assessment Titles
A – Orange - Grade 4 ELA (2018-19) - IFA
B – Green - Grade 4 ELA (2018-19) - IFA

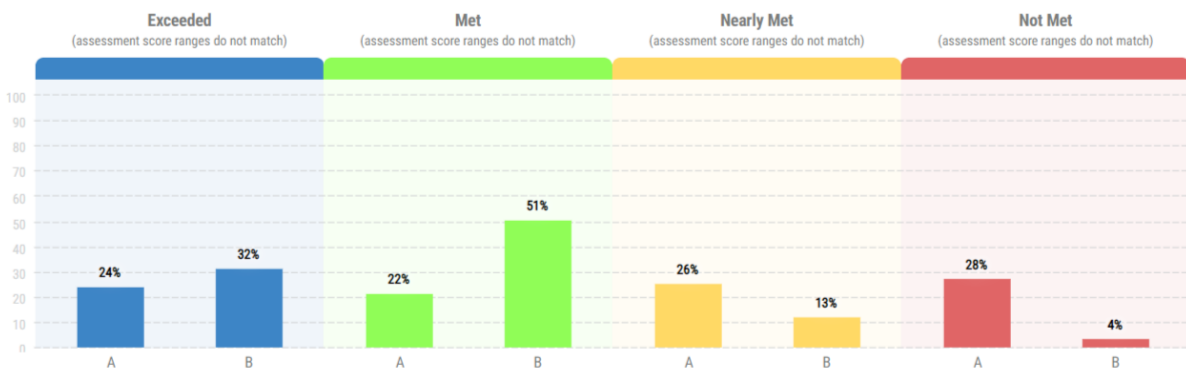# Grade 4: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
77.0 and above	61.0% to any score less than 77.0%	44.0% to any score less than 61.0%	0.0% to any score less than 44.0%

Exceeded: A 20%, B 20%
Met: A 40%, B 33%
Nearly Met: A 19%, B 23%
Not Met: A 21%, B 24%

Assessment Titles
A – Orange - Grade 4 Math (2018-19) - IFA
B – Green - Grade 4 Math (2018-19) - IFA

Grade 3: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter
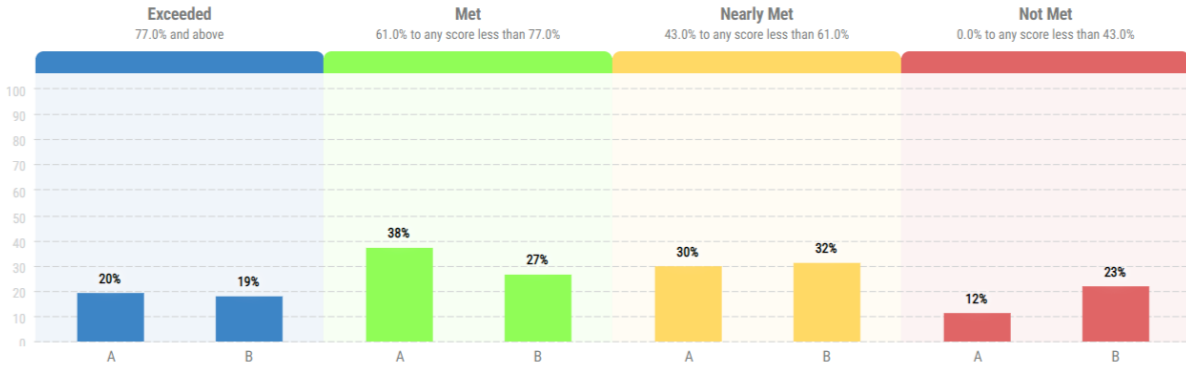
Multiple Assessment Summary

Site: **Pacific Grove USD**	**Roster Date**
Grade: **All**	**Control Panel (05-22-2019)**
Teacher: **All Teachers**	

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
80.0% and above	59.0% to any score less than 80.0%	41.0% to any score less than 59.0%	0.0% to any score less than 41.0%

Exceeded: A 30%, B 17%
Met: A 47%, B 46%
Nearly Met: A 15%, B 32%
Not Met: A 8%, B 5%

Assessment Titles
A – Orange - Grade 3 ELA (2018-19) - IFA
B – Green - Grade 3 ELA (2018-19) - IFA

Grade 3: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter
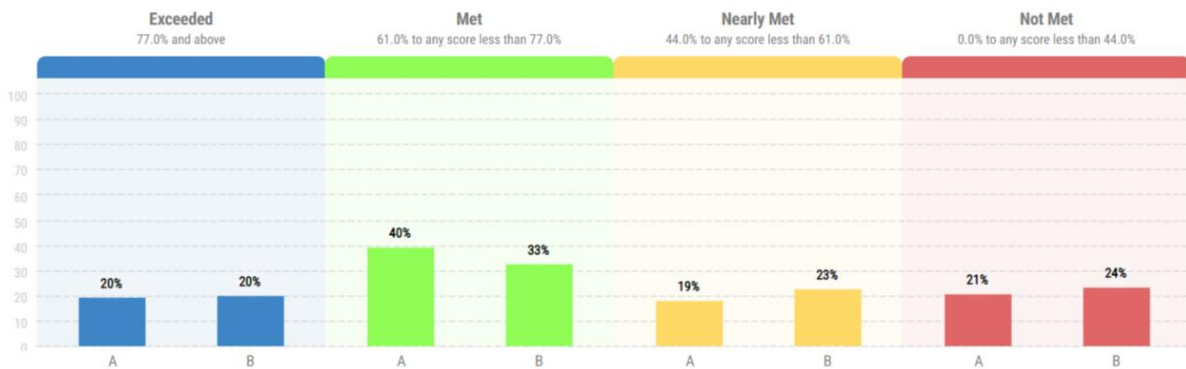
Multiple Assessment Summary

Site: **Pacific Grove USD**	**Roster Date**
Grade: **All**	**Control Panel (05-22-2019)**
Teacher: **All Teachers**	

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
78.0% and above	60.0% to any score less than 78.0%	44.0% to any score less than 60.0%	0.0% to any score less than 44.0%

Exceeded: A 33%, B 11%
Met: A 33%, B 28%
Nearly Met: A 26%, B 29%
Not Met: A 9%, B 32%

Assessment Titles
A – Orange - Grade 3 Math (2018-19) - IFA
B – Green - Grade 3 Math (2018-19) - IFA

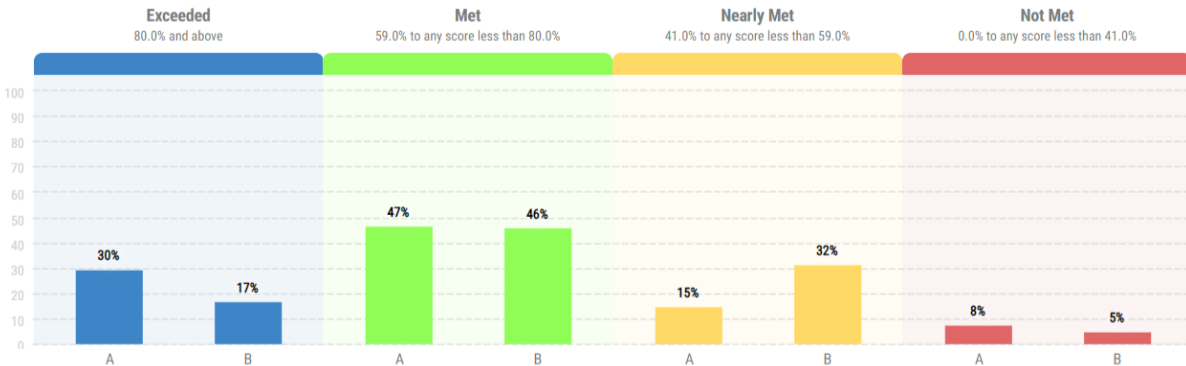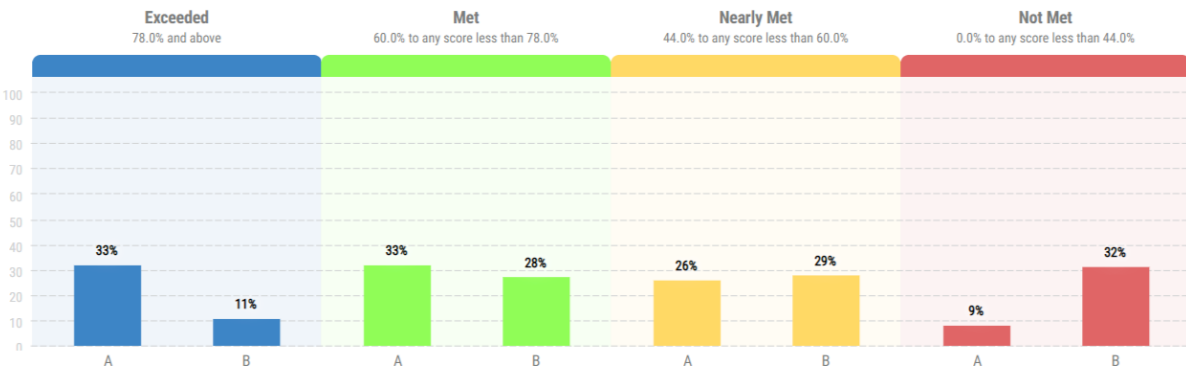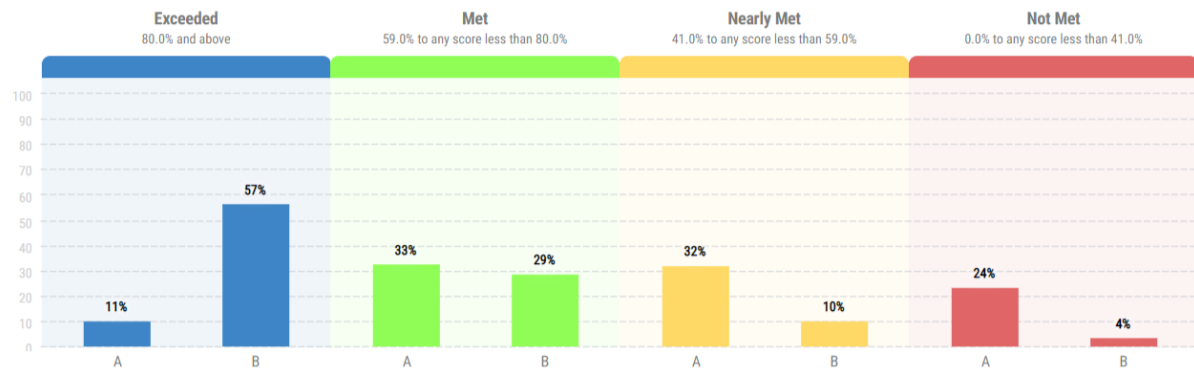# Grade 2: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
80.0% and above	59.0% to any score less than 80.0%	41.0% to any score less than 59.0%	0.0% to any score less than 41.0%

- Exceeded: A = 11%, B = 57%
- Met: A = 33%, B = 29%
- Nearly Met: A = 32%, B = 10%
- Not Met: A = 24%, B = 4%

Assessment Titles
A − Orange - Grade 2 ELA (2018-19) - IFA
B − Green - Grade 2 ELA (2018-19) - IFA

Grade 2: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
78.0% and above	60.0% to any score less than 78.0%	44.0% to any score less than 60.0%	0.0% to any score less than 44.0%

- Exceeded: A = 42%, B = 30%
- Met: A = 38%, B = 34%
- Nearly Met: A = 15%, B = 21%
- Not Met: A = 5%, B = 16%

Assessment Titles
A − Orange - Grade 2 Math (2018-19) - IFA
B − Green - Grade 2 Math (2018-19) - IFA

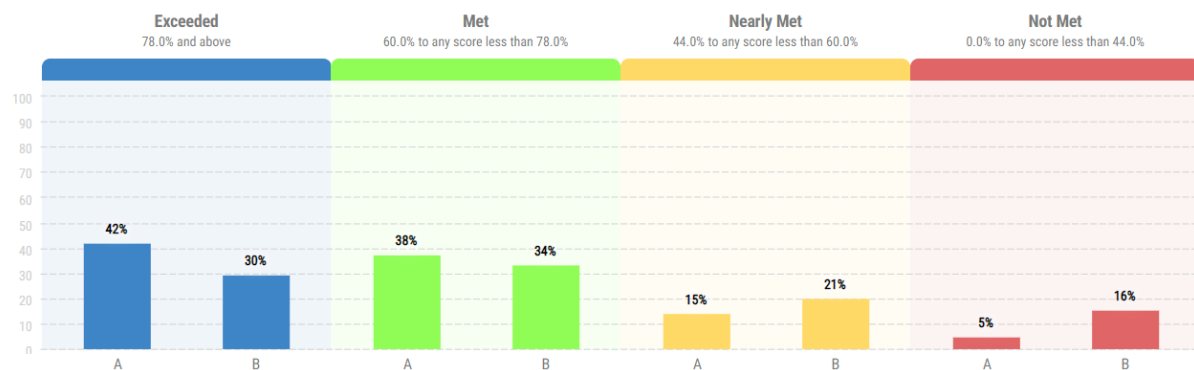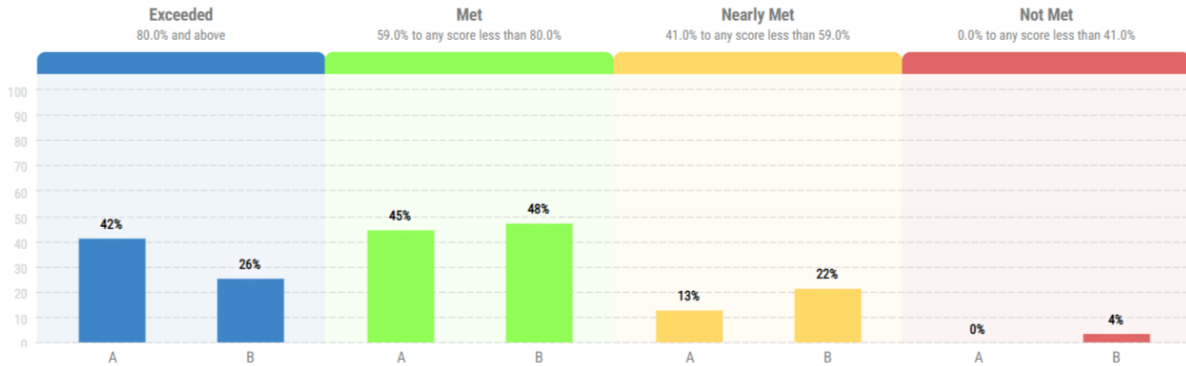**Grade 1: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter**

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
80.0% and above	59.0% to any score less than 80.0%	41.0% to any score less than 59.0%	0.0% to any score less than 41.0%

- Exceeded: A 42%, B 26%
- Met: A 45%, B 48%
- Nearly Met: A 13%, B 22%
- Not Met: A 0%, B 4%

Assessment Titles
A – Orange - Grade 1 ELA (2018-19) - IFA
B – Green - Grade 1 ELA (2018-19) - IFA

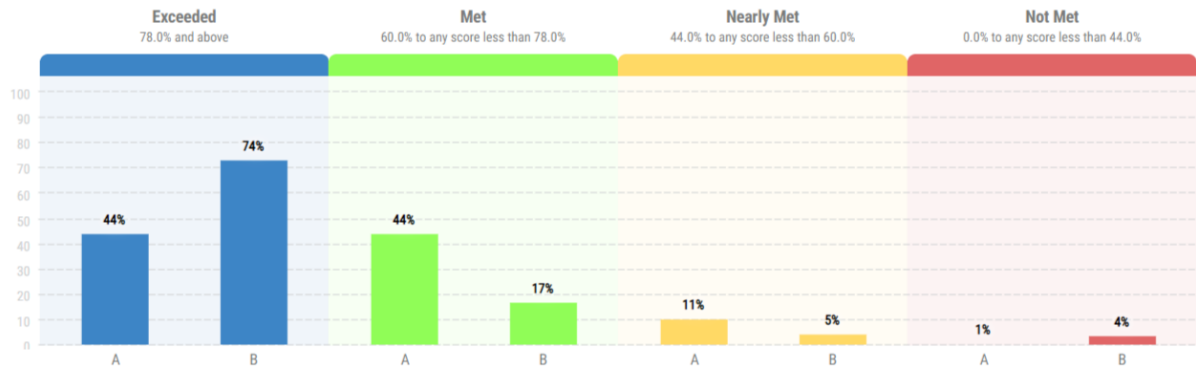**Grade 1: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter**

Multiple Assessment Summary

Site: **Pacific Grove USD**
Grade: **All**
Teacher: **All Teachers**

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
78.0% and above	60.0% to any score less than 78.0%	44.0% to any score less than 60.0%	0.0% to any score less than 44.0%

- Exceeded: A 44%, B 74%
- Met: A 44%, B 17%
- Nearly Met: A 11%, B 5%
- Not Met: A 1%, B 4%

Assessment Titles
A – Orange - Grade 1 Math (2018-19) - IFA
B – Green - Grade 1 Math (2018-19) - IFA

Grade K: 2018-19 Interim Formative Assessment (IFA) Results: ELA Orange/Fall vs. Green/Winter
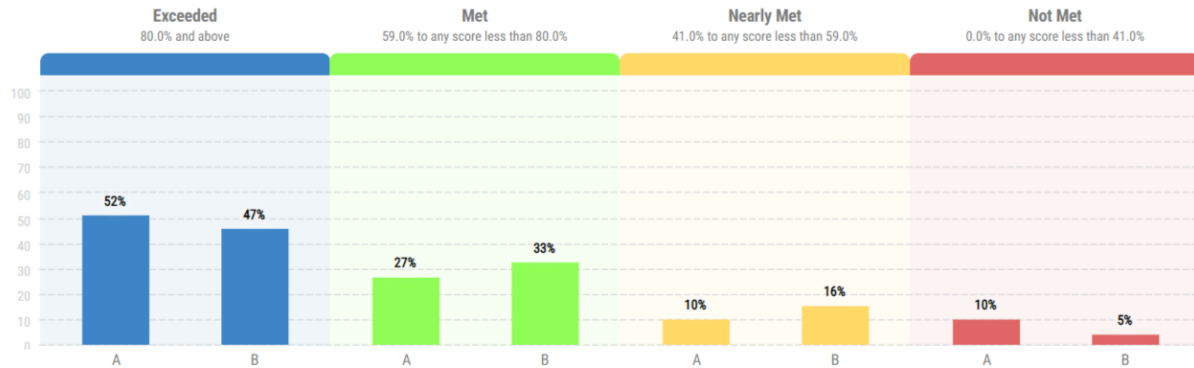
Multiple Assessment Summary

Site: **Pacific Grove USD**		
Grade: **All**		
Teacher: **All Teachers**		

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
80.0% and above	59.0% to any score less than 80.0%	41.0% to any score less than 59.0%	0.0% to any score less than 41.0%

Exceeded: A 52%, B 47%
Met: A 27%, B 33%
Nearly Met: A 10%, B 16%
Not Met: A 10%, B 5%

Assessment Titles
A − Orange - Kindergarten ELA (2017-18) - IFA
B − Green - Kindergarten ELA (2018-19) - IFA

Grade K: 2018-19 Interim Formative Assessment (IFA) Results: Math Orange/Fall vs. Green/Winter
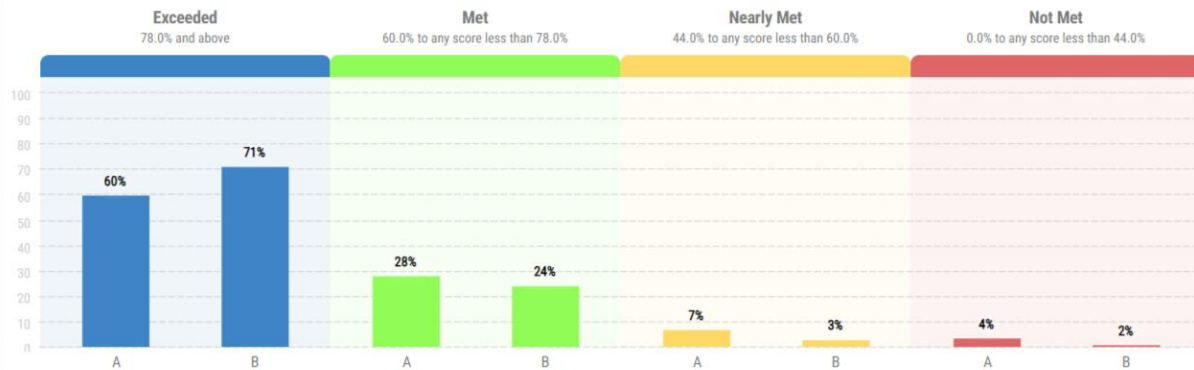
Multiple Assessment Summary

Site: **Pacific Grove USD**		
Grade: **All**		
Teacher: **All Teachers**		

Roster Date
Control Panel (05-22-2019)

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Performance Band Comparison

Exceeded	Met	Nearly Met	Not Met
78.0% and above	60.0% to any score less than 78.0%	44.0% to any score less than 60.0%	0.0% to any score less than 44.0%

Exceeded: A 60%, B 71%
Met: A 28%, B 24%
Nearly Met: A 7%, B 3%
Not Met: A 4%, B 2%

Assessment Titles
A − Orange - Kindergarten Math 2018-19 IFA Rev.1
B − Green Winter - Kindergarten Math (2018-19) - IFA

Smarter Balanced Assessment Test Results for:
District: Pacific Grove Unified

CDS Code: 27-66134-0000000

District: Pacific Grove Unified

County: Monterey

Report Options

Select Year:

2018 ▼

Select Student Group:

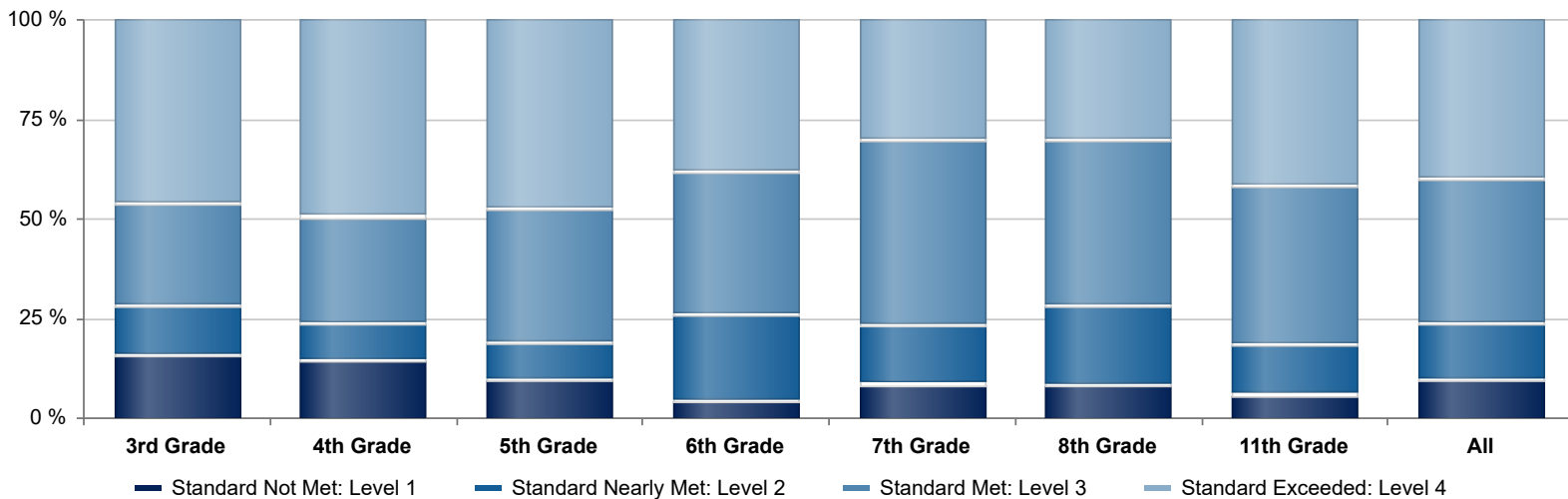All Students (Default) ▼

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

— Standard Not Met: Level 1   — Standard Nearly Met: Level 2   — Standard Met: Level 3   — Standard Exceeded: Level 4

English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	149	149	163	151	160	187	151	1,110

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Tested ⓘ	145	139	159	150	155	180	142	1,070
# of Students With Scores ⓘ	145	139	159	150	155	180	142	1,070
Mean Scale Score	2470.0	2523.2	2570.9	2591.2	2600.8	2615.8	2657.2	N/A
Standard Exceeded: Level 4 ⓘ	46.90 %	50.36 %	48.43 %	38.67 %	30.32 %	30.56 %	42.25 %	40.65 %
Standard Met: Level 3 ⓘ	25.52 %	26.62 %	33.33 %	36.00 %	47.10 %	41.67 %	40.14 %	36.07 %
Standard Nearly Met: Level 2 ⓘ	11.72 %	8.63 %	8.81 %	21.33 %	14.19 %	19.44 %	11.97 %	13.93 %
Standard Not Met: Level 1 ⓘ	15.86 %	14.39 %	9.43 %	4.00 %	8.39 %	8.33 %	5.63 %	9.35 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	44.14 %	49.64 %	44.03 %	47.33 %	44.52 %	40.00 %	50.70 %	45.51 %
Near Standard ⓘ	39.31 %	38.85 %	45.91 %	40.67 %	43.23 %	43.33 %	42.25 %	42.06 %
Below Standard ⓘ	16.55 %	11.51 %	10.06 %	12.00 %	12.26 %	16.67 %	7.04 %	12.43 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	41.38 %	46.76 %	57.86 %	49.66 %	47.74 %	42.22 %	57.75 %	48.92 %
Near Standard ⓘ	39.31 %	41.01 %	33.33 %	40.27 %	45.81 %	49.44 %	34.51 %	40.79 %
Below Standard ⓘ	19.31 %	12.23 %	8.81 %	10.07 %	6.45 %	8.33 %	7.75 %	10.29 %

LISTENING: How well do students understand spoken information?

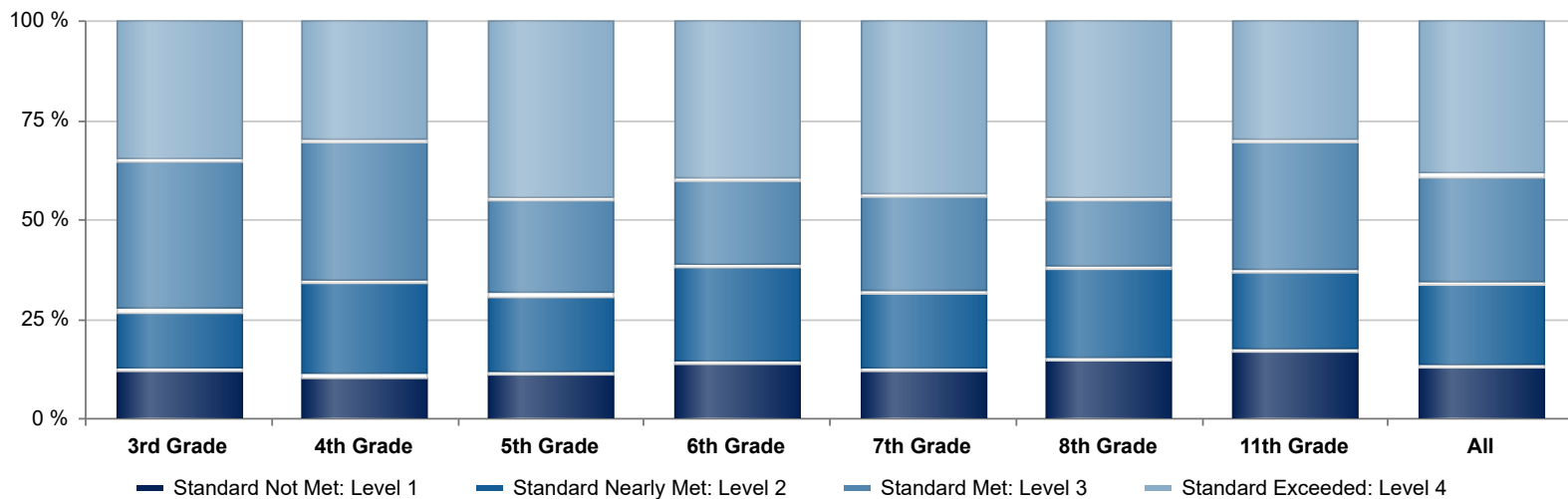| Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	35.86 %	35.25 %	37.11 %	38.67 %	17.42 %	28.33 %	32.39 %	31.96 %
Near Standard ⓘ	54.48 %	58.99 %	58.49 %	55.33 %	74.84 %	64.44 %	60.56 %	61.21 %
Below Standard ⓘ	9.66 %	5.76 %	4.40 %	6.00 %	7.74 %	7.22 %	7.04 %	6.82 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	48.97 %	43.88 %	55.97 %	50.00 %	39.35 %	42.78 %	48.59 %	47.01 %
Near Standard ⓘ	39.31 %	45.32 %	35.22 %	47.33 %	52.26 %	51.11 %	42.96 %	44.95 %
Below Standard ⓘ	11.72 %	10.79 %	8.81 %	2.67 %	8.39 %	6.11 %	8.45 %	8.04 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution

Standard Not Met: Level 1   Standard Nearly Met: Level 2   Standard Met: Level 3   Standard Exceeded: Level 4

[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

| Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	149	149	163	151	160	187	151	1,110
# of Students Tested ⓘ	147	141	160	150	157	180	144	1,079
# of Students With Scores ⓘ	147	141	160	150	157	180	144	1,079
Mean Scale Score	2471.7	2506.8	2562.3	2574.5	2605.9	2626.6	2653.0	N/A
Standard Exceeded: Level 4 ⓘ	35.37 %	30.50 %	45.63 %	40.67 %	44.59 %	45.56 %	30.56 %	39.39 %
Standard Met: Level 3 ⓘ	38.10 %	35.46 %	23.75 %	21.33 %	24.20 %	16.67 %	32.64 %	26.97 %
Standard Nearly Met: Level 2 ⓘ	14.29 %	23.40 %	19.38 %	24.00 %	19.11 %	22.78 %	19.44 %	20.39 %
Standard Not Met: Level 1 ⓘ	12.24 %	10.64 %	11.25 %	14.00 %	12.10 %	15.00 %	17.36 %	13.25 %

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	53.06 %	43.26 %	56.25 %	46.67 %	54.78 %	51.11 %	47.22 %	50.51 %
Near Standard ⓘ	32.65 %	36.88 %	25.63 %	30.00 %	27.39 %	32.22 %	25.69 %	30.03 %
Below Standard ⓘ	14.29 %	19.86 %	18.13 %	23.33 %	17.83 %	16.67 %	27.08 %	19.46 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	41.50 %	37.59 %	46.88 %	38.67 %	42.04 %	45.56 %	38.19 %	41.71 %
Near Standard ⓘ	46.26 %	48.23 %	40.00 %	45.33 %	42.04 %	40.56 %	46.53 %	43.93 %
Below Standard ⓘ	12.24 %	14.18 %	13.13 %	16.00 %	15.92 %	13.89 %	15.28 %	14.37 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	47.62 %	42.55 %	40.63 %	41.33 %	43.95 %	40.56 %	43.06 %	42.72 %
Near Standard ⓘ	38.78 %	45.39 %	42.50 %	37.33 %	45.22 %	44.44 %	40.97 %	42.17 %
Below Standard ⓘ	13.61 %	12.06 %	16.88 %	21.33 %	10.83 %	15.00 %	15.97 %	15.11 %

[Mathematics Area Achievement Level Descriptors](#)

College/ Career Indicator Reports & Data
Pacific Grove Unified (Monterey County, CA)

Select Graduating Class: Class of 2018 ▾

The College/Career Indicator (CCI) is based on the four-year graduation cohort and the DASS graduation rate. It uses both college and career measures to evaluate how well districts and schools are preparing students for success after high school. (Note: For LEAs serving both comprehensive and DASS high schools, their CCI will be based on both the four-year graduation cohort and DASS graduation rate.) The Class of 2017 data was used as Status for the 2018 Dashboard.

This report displays the number and percent of students that met each of the measures in the CCI Prepared and Approaching Prepared Levels. Students can meet more than one measure in each CCI level. As a result, the tables contain duplicative counts.

More information on the CCI measures is provided in the Dashboard Technical Guide located on the California School Dashboard and System of Support Web page.

Number of Students in the Four-Year Cohort or DASS Graduation Rate by Student Group

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
137	1	*	15	4	25	3	76	10	3	42	9	1	1
100.0%	0.7%	*	10.9%	2.9%	18.2%	2.2%	55.5%	7.3%	2.2%	30.7%	6.6%	0.7%	0.7%

Percent Prepared by Student Groups

Number and Percent of Students In the Cohort (Prepared)

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
82	*	*	11	*	7	*	51	*	*	16	*	*	*
59.9%	*	*	73.3%	*	28.0%	*	67.1%	*	*	38.1%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students in each student group.

Prepared Students: Met via Career Technical Education

Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course plus one of the following measures:
- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
- One semester/two quarters of college coursework with grade C- or better in Academic/CTE subjects where college credit is awarded.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
4	*	*	*	*	*	*	3	*	*	1	*	*	*
4.9%	*	*	0.0%	*	0.0%	*	5.9%	*	*	6.3%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

Prepared Students: Met via Scoring Level 3

At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
65	*	*	8	*	5	*	43	*	*	14	*	*	*
79.3%	*	*	72.7%	*	71.4%	*	84.3%	*	*	87.5%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

Prepared Students: Met via College Coursework

Completion of two semesters/three quarters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*

| 0.0% | * | * | 0.0% | * | 0.0% | * | 0.0% | * | * | 0.0% | * | * | * |

Prepared Students: Met via Advanced Placement

A score of 3 on two Advanced Placement (AP) Exams.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
43	*	*	8	*	3	*	25	*	*	8	*	*	*
52.4%	*	*	72.7%	*	42.9%	*	49.0%	*	*	50.0%	*	*	*

Prepared Students: Met via International Baccalaureate

A score of 4 on two International Baccalaureate (IB) Exams.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*

Prepared Students: Met via a-g Coursework

Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C- or better, plus one of the following criteria:
- CTE Pathway completion with a C- or better on the capstone course
- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area.
- One semester/two quarters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.
- A score of 3 on one AP Exam OR a score of 4 on one IB Exam.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
74	*	*	11	*	5	*	45	*	*	14	*	*	*
90.2%	*	*	100.0%	*	71.4%	*	88.2%	*	*	87.5%	*	*	*

Prepared Students: Met via State Seal of Biliteracy

Earned the State Seal of Biliteracy and Scoring Level 3 "Standard Met" or higher on the English Language arts/literacy Smarter Balanced summative Assessment.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
14	*	*	2	*	3	*	7	*	*	2	*	*	*
17.1%	*	*	18.2%	*	42.9%	*	13.7%	*	*	12.5%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

Prepared Students: Met via Leadership/Military Science

Earned by completing at least two years of Leadership/Military Science and Scoring Level 3 "Standard Met" or higher on ELA or Mathematics and Level 2 "Standard Nearly Met" or higher in the other subject area.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Prepared in each student group.

Percent Approaching Prepared by Student Groups
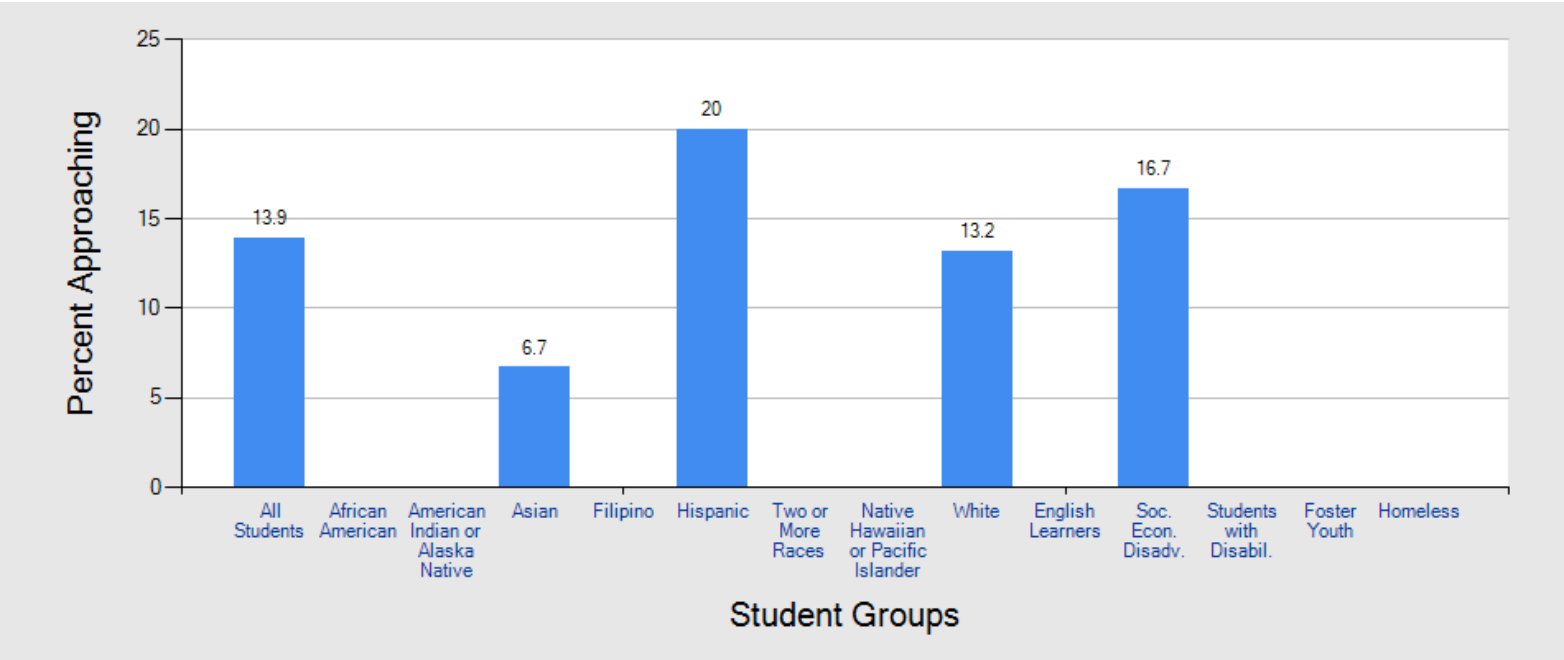
Number and Percent of Students In the Cohort (Approaching Prepared)

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
19	*	*	1	*	5	*	10	*	*	7	*	*	*
13.9%	*	*	6.7%	*	20.0%	*	13.2%	*	*	16.7%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students in each student group.

Approaching Prepared Students: Met via Career Technical Education

CTE Pathway Completion with a C- or better on the capstone course.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
3	*	*	*	*	*	*	2	*	*	2	*	*	*
15.8%	*	*	0.0%	*	0.0%	*	20.0%	*	*	28.6%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

Approaching Prepared Students: Met via Scoring Level 2

Scored at least Level 2 "Standard Nearly Met" on both the ELA and Mathematics Smarter Balanced Summative Assessments.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
11	*	*	1	*	4	*	5	*	*	5	*	*	*
57.9%	*	*	100.0%	*	80.0%	*	50.0%	*	*	71.4%	*	*	*

Note: An asterisk (*) indicates that the student group consists of 0 or less than 11 students, the minimum size for any reporting. Percentages are based on a denominator of all four-year graduation cohort students who met Approaching Prepared in each student group.

Approaching Prepared Students: Met via College Coursework

Completion of one semester/two quarters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*

Approaching Prepared Students: Met via a-g Coursework

Completion of courses that meet the UC or CSU a-g criteria with a C minus or better.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
5	*	*	*	*	1	*	3	*	*	*	*	*	*
26.3%	*	*	0.0%	*	20.0%	*	30.0%	*	*	0.0%	*	*	*

Approaching Prepared Students: Met via Leadership/Military Science

Earned by completing at least two years of Leadership/Military Science.

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
*	*	*	*	*	*	*	*	*	*	*	*	*	*
0.0%	*	*	0.0%	*	0.0%	*	0.0%	*	*	0.0%	*	*	*

Pacific Grove Unified

Generate PDF Report 📄   Back to Overview

2018

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

| All Students | State |

Blue

56.5 points above standard

Increased 8.5 Points ⊕

Number of Students: 1,031

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

Green

English Learners

Hispanic

Blue

Asian

Two or More Races

Socioeconomically Disadvantaged

White

No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

Explore Groups By Performance Level

Red 0   Orange 0   Yellow 1   Green 2   Blue 4   No Performance Color 6

Students with Disabilities

Student Group | State

Yellow

32.6 points below standard

Increased 3.2 Points ⊕

Number of Students: 146

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.
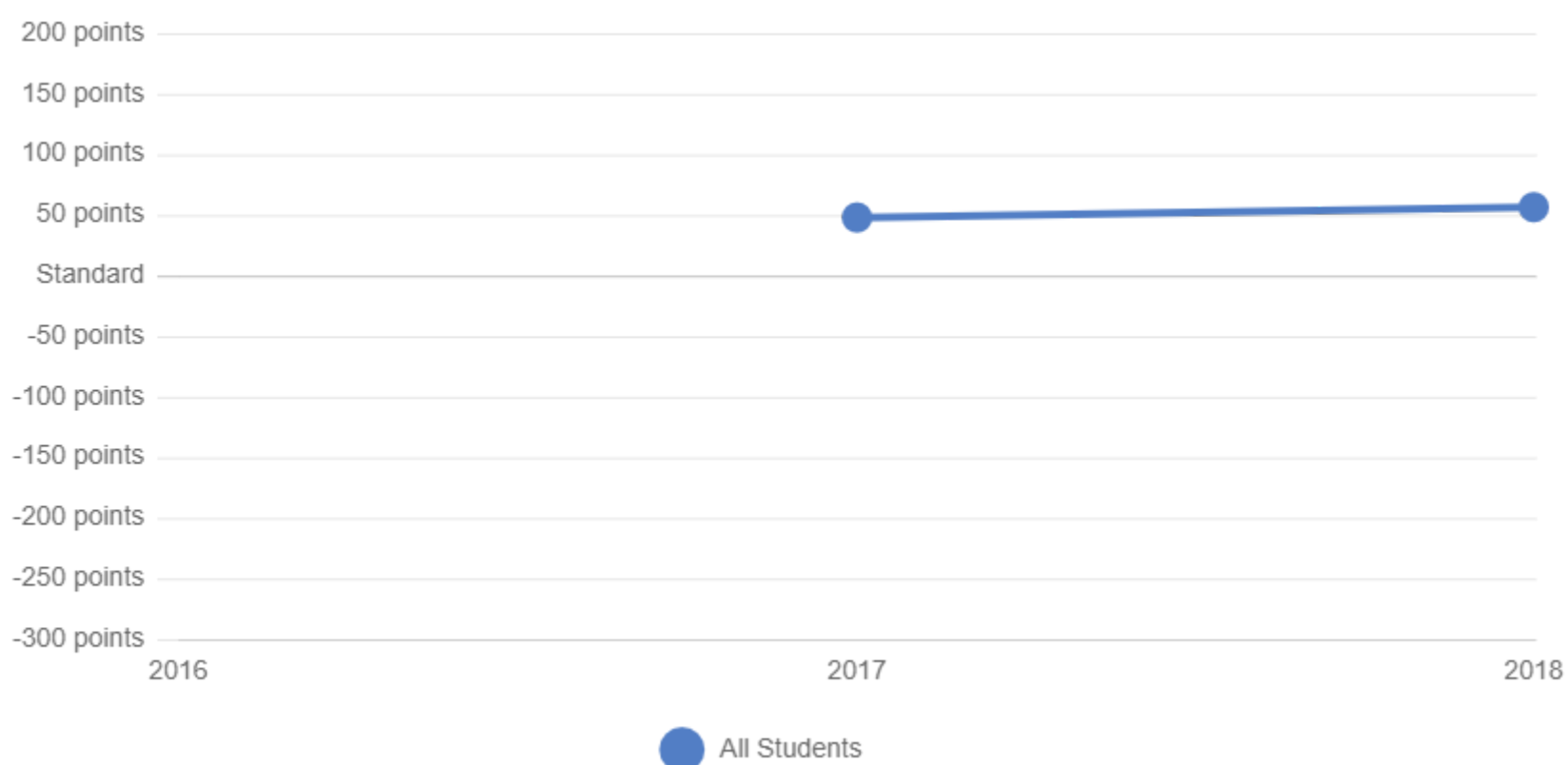
● All Students

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

12 points above standard

Increased 20.7 Points ⊕

Number of Students: 53

Reclassified English Learners

12.7 points above standard

Maintained -0.6 Points

Number of Students: 58

English Only

60.6 points above standard

Increased 8.5 Points ⊕

Number of Students: 829

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

All Students	State

Green

32.4 points above standard

Increased 12.7 Points ⊕

Number of Students: 1,035

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

Green

English Learners

Hispanic

Socioeconomically Disadvantaged

Blue

Asian

Two or More Races

White

No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

Explore Groups By Performance Level

Red ⓪   Orange ⓪   Yellow ①   **Green** ③   **Blue** ③   **No Performance Color** ⑥

**Students with Disabilities**

Student Group | State

Yellow

63.7 points below standard

Increased 5.6 Points ⊕

Number of Students: 144

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.
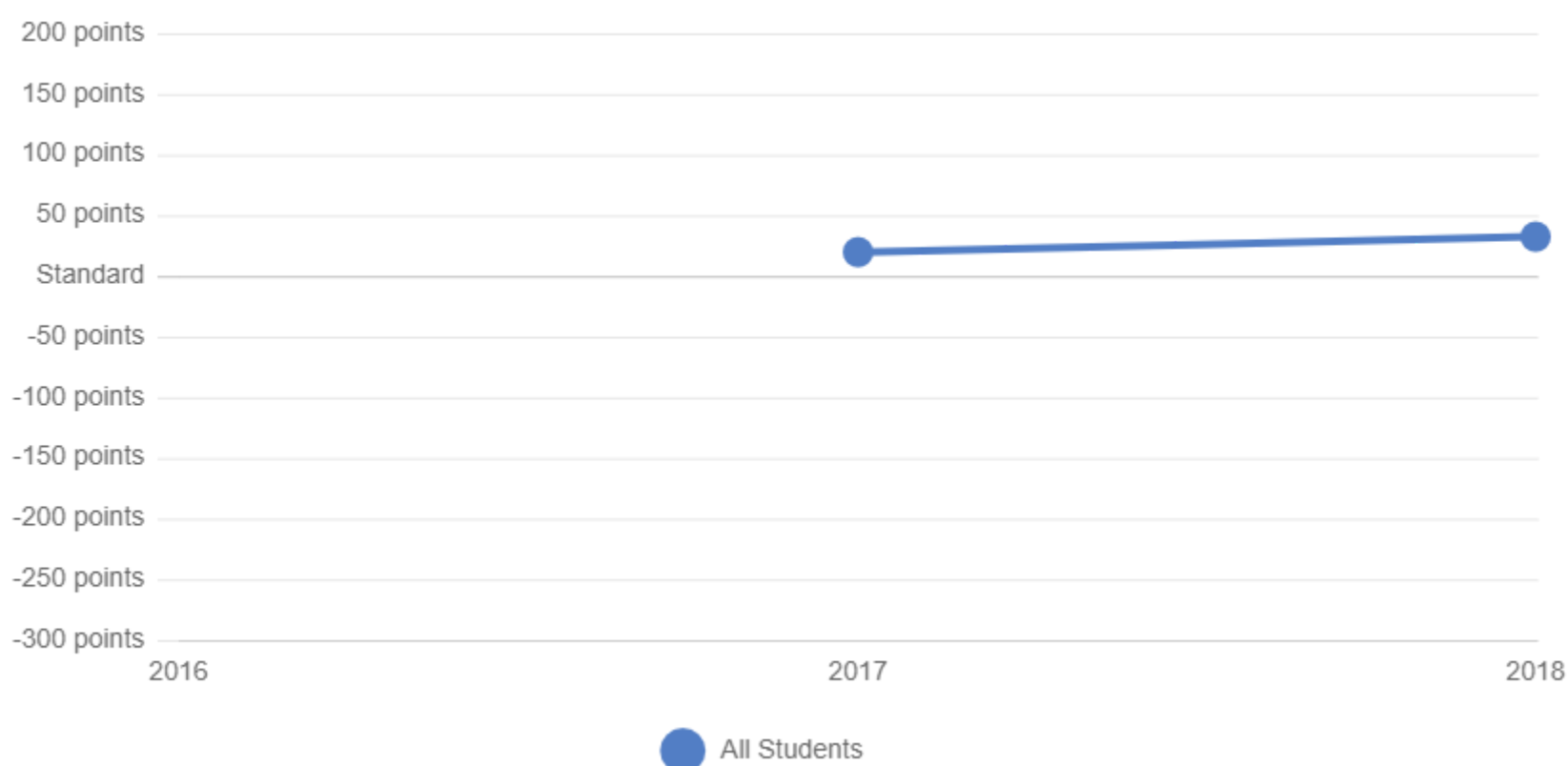
● All Students

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

7 points below standard

Increased 20 Points ⊕

Number of Students: 53

Reclassified English Learners

9.3 points below standard

Increased 7.5 Points ⊕

Number of Students: 58

English Only

35.4 points above standard

Increased 11.3 Points ⊕

Number of Students: 831

English Learner Progress

LEARN MORE

English Learner Progress

All Students   State

English Language Proficiency Assessments for California Results

Number of Students: 79

Level 4 - Well Developed
49.4%

Level 3 - Moderately Developed
22.8%

Level 2 - Somewhat Developed
15.2%

Level 1 - Beginning Stage
12.7%

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students

All Students   State

Yellow

59.9% prepared

Declined 8.7% ⊕

Number of Students: 137

Student Group Details

All Student Groups by Performance Level

1 Total Student Group

Red

No Students

Orange

No Students

Yellow

White

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

Explore Groups By Performance Level

Red 0   Orange 0   Yellow 1   Green 0   Blue 0   No Performance Color 11

White

Student Group | State

Yellow

67.1% prepared

Declined 3.9% ⊕

Number of Students: 76

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2016	Class of 2017	Class of 2018
Prepared	62.4%	68.6%	59.9%
Approaching Prepared	16.1%	8.3%	13.9%
Not Prepared	21.5%	23.1%	26.3%

Legend: ● Not Prepared ● Approaching Prepared ● Prepared
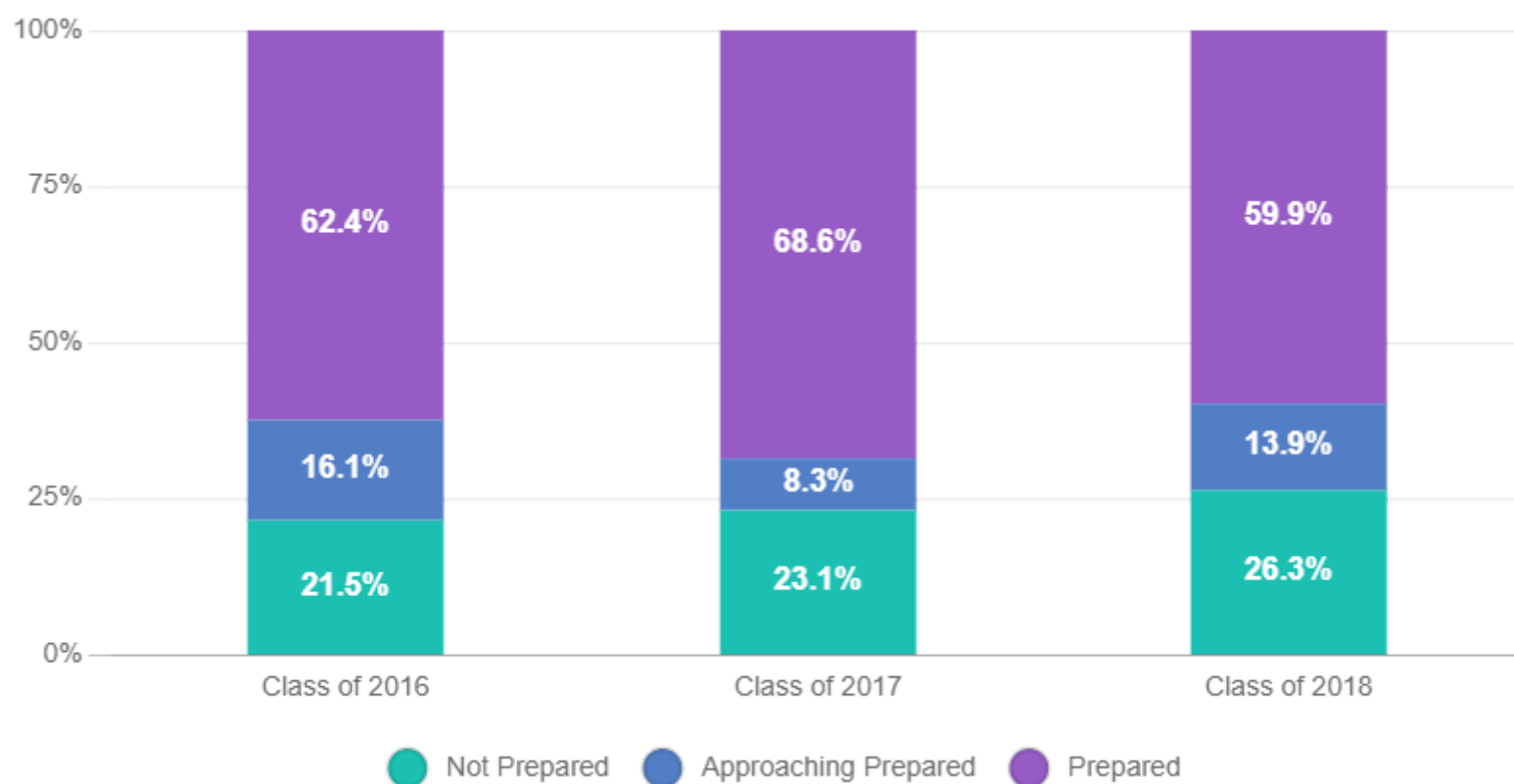
Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

⊕ View More Information

Questions or comments?

Email Us

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California Department of Education

Pacific Grove Unified

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Yellow

2.7% suspended at least once

Maintained 0.1%

Number of Students: 2,188

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Hispanic

Yellow

White

Green

Asian

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

Blue

English Learners

No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

African American

No Performance Color

7.1% suspended at least once

Declined 6.7% ▼

Number of Students: 28

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino

No Performance Color

0% suspended at least once

Declined 2.9% ▼

Number of Students: 25

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander

No Performance Color

6.7% suspended at least once

Increased 6.7% ▲

Number of Students: 15

Hispanic

Orange

3.6% suspended at least once

Increased 0.6% ▲

Number of Students: 391

White

Yellow

2.5% suspended at least once

Increased 0.3% ▲

Number of Students: 1,279

Asian

Green

1.2% suspended at least once

Maintained 0.2%

Number of Students: 170

Two or More Races

Green

2.6% suspended at least once

Declined 1.4% ▼

Number of Students: 273

Socioeconomically Disadvantaged

Green

3.7% suspended at least once

Declined 0.3% ▼

Number of Students: 561

Students with Disabilities

Green

4.5% suspended at least once

Declined 2.4% ▼

Number of Students: 245

English Learners

Blue

0.6% suspended at least once

Declined 0.5% ▼

Number of Students: 155

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

> Mis-Assignments (0 EL) Of Teachers Of English Learners
> There are no misassignments of teachers of English learners, no teacher misassignments, and no vacant teacher positions.
> Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
> 100% students have access to their own copies
> Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
> 0

STANDARD MET

Parent Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Pacific Grove Unified administered the California School Parent Survey to all parents whose children attend one or more of our schools: Robert Down, Forest Grove, Pacific Grove Middle, Pacific Grove High School and Community High School. In 2017-2018 we had 505 respondents an improvement over 449 in 2016-2017 and 306 in 2015-2016. Some of the key findings relating to seeking input from parents/guardians in school and district decision making show that 80% of parents feel the school allows input and welcomes parent contribution. 86% of parents feel the school encourages parents to be an active partner with the school in educating their child. 82% of parents feel welcome to participate at school. 61% of parents feel the school actively seeks input of parents before making important decisions. 93% of parents feel the school promotes academic success for all students. 93% feel that school is a safe place for students. 60% feel the school provides quality counseling and supports for students with social emotional needs. This survey is developed by WestEd, the same organization that developed the California Healthy Kids Survey. Pacific Grove Unified chose the California School Parent survey because of the comprehensive questions where parents are invited to provide feedback on the following categories: Academic Orientation and Participation, Respect and Cultural Sensitivity, Student Risk Behavior, Discipline, Parental Involvement, Facilities, and Nutrition. Areas where there is a concern are then addressed at both a district and site level. All areas of concerns are addressed and action plans are designed to gather more information from parents, teachers, and students with the intention of seeking solutions that incorporate all stakeholder feedback and input. Action plans are implemented in the Local Control Accountability Plan and the Site Single Plans for Student Achievement. Areas of concern were addressed in the LCAP such as hiring an additional High School Counselor who would focus on targeted student needs. Both elementary schools, Middle and High schools are incorporating curriculum to address students' social and emotional wellness. We also want to increase the number of parent respondents to the survey and increase respondents from the following groups: Hispanic families, Parents of English Learners, and parents who are socio-economically challenged. All in all the parent survey provided important data in areas of strength and areas we can continue to improve on.

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.
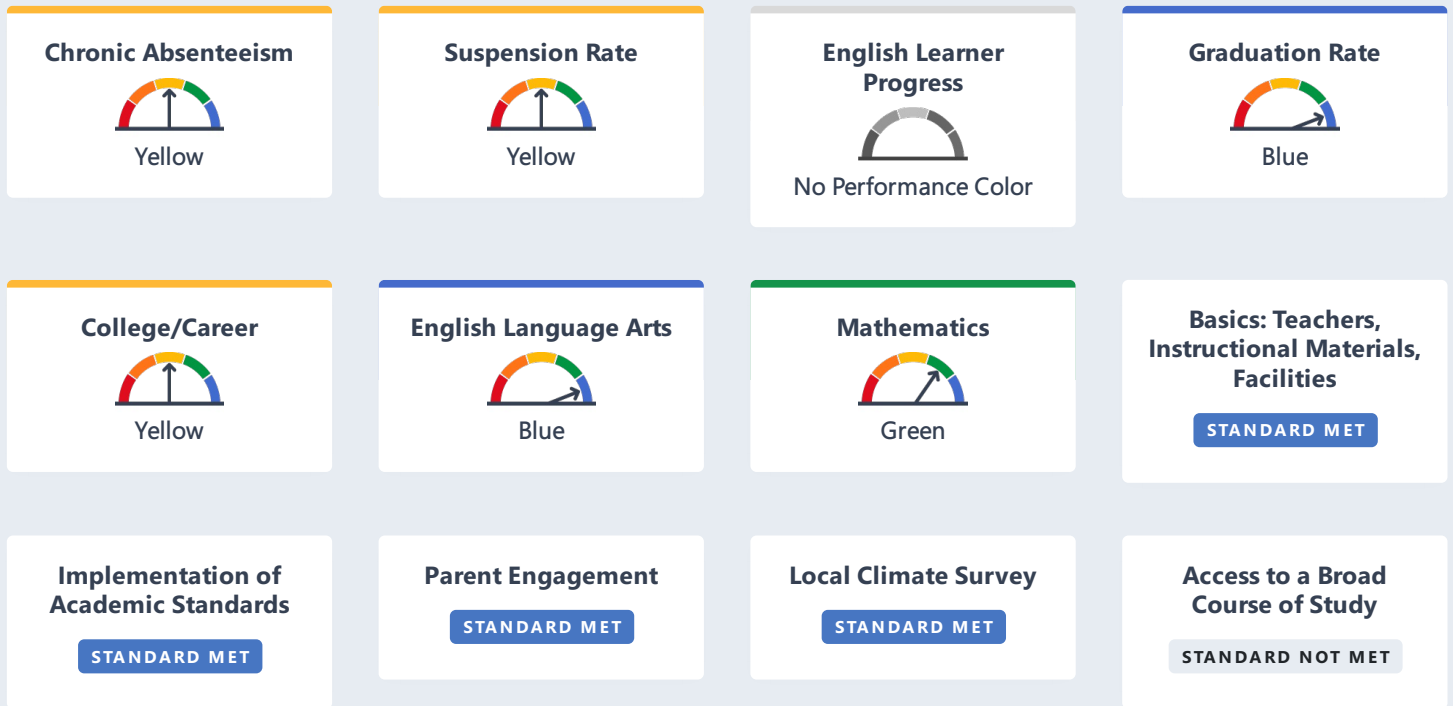
Local Climate Survey Summary

For 2017-2018 Pacific Grove Unified administered the California Healthy Kids Survey to students in grades 5, 7, 9, and 11. Every year the results of the California Healthy Kids Survey are reported to the board of trustees at a regularly scheduled meeting.The survey results for 5th grade showed that 90% felt connected to school, 94.5% felt academically motivated, 86% adults cared for them, and 89% felt safe at school. Both elementary schools continue to foster character programs to build cultures of respect and growth mindsets to enhance academic achievement. For grades 7, 9, and 11 we looked at the following criteria related to school connectedness, safety and social emotional well being. In grade 7 (78%), grade 9 (65%), grade 11 (62%) feel connected to school. In grade 7 (88%), grade 9 (76%), grade 11 (70%) feel academically motivated. In grade 7 (87%), grade 9 (61%), grade 11 (76%) felt the adults set high expectations. In grade 7 (74%), grade 9 (57%), grade 11 (67%) felt adults at school were caring. In grade 7 (83%), grade 9 (74%), grade 11 (75%) felt safe at school. Regarding social emotional areas the survey revealed a decrease from 16/17 to 17/18 in feelings of chronic sadness and hopelessness (24% to 20%) grade 7 and grade 11 (37% to 31%) however grade 9 showed an increase (26% to 30%) in this category. Given the increase for 9th grade students in this area, the high school is paying careful attention to providing supports for all incoming 9th graders with the Freshman Academy. Careful attention is placed on issues of suicide prevention due to the increase over two years in grade 9 (10% to 23%) and , grade 11 (12% to 19%) seriously considered attempting suicide in the last 12 months. The high school's "DOT" program was highlighted as a way for identifying students who might not feel connected and to increase school connectedness and establish adult relationships. The high school has several student activities such as assemblies with Mike Smith on Courage to do the Right Thing/ Taking Ownership, outreach programs, counseling services, and other monitoring programs. The middle school is hosting assemblies on suicide prevention, counseling services, and providing Smart Social Cyber Safety Curriculum as well as an ongoing data collection focused on "Students of Concern". The OIWEUS survey is also administered to all middle school students to identify concerns related to bullying as a preventive measure and build awareness as well as design programs to encourage students to stop bullying behavior. To address social emotional supports, we have allocated more funding to counseling services at both the Middle and High School. Lastly, all PGUSD staff is required to complete several online professional development related to this and other student emotional wellness concerns.

Pacific Grove Unified

Explore the performance of Pacific Grove Unified under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Yellow	Yellow	No Performance Color	Blue

College/Career	English Language Arts	Mathematics	Basics: Teachers, Instructional Materials, Facilities
Yellow	Blue	Green	STANDARD MET

Implementation of Academic Standards	Parent Engagement	Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET	STANDARD MET	STANDARD NOT MET

District Details

Optional Narrative Summary

Completed By Pacific Grove Unified

NOTE Priority 7 Broad Course of Study states standard not met. This is not an accurate reflection of the district's Broad Course of Study. Information on the district's educational program, including core academic subjects, electives, dual enrollment, Honors Advanced Placement, Career Tech Ed.pathways was shared with the School Board at regularly scheduled meetings held November 1 & 15, 2018. For more details: https://curriculum.pgusd.org/priority7/

NAME
Pacific Grove Unified

ADDRESS
435 Hillcrest Avenue
Pacific Grove, CA 93950-4900

WEBSITE
http://www.pgusd.org

GRADES SERVED
K-Adult

Student Population

Explore information about this district's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,091	**22.5%**	**6.2%**	**0.4%**

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Blue

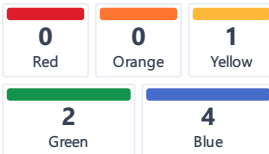**56.5 points above standard**

Increased 8.5 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**0** Orange	**1** Yellow
2 Green	**4** Blue	

Mathematics

LEARN MORE

Green

32.4 points above standard

Increased 12.7 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color
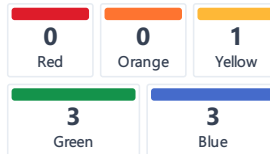
0 Red	**0** Orange	**1** Yellow
3 Green	**3** Blue	

English Learner Progress
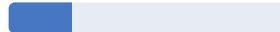
LEARN MORE

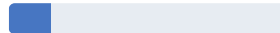English Language Proficiency Assessments for California Results

Level 4 - Well Developed
49.4%

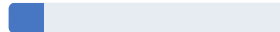Level 3 - Moderately Developed
22.8%

Level 2 - Somewhat Developed
15.2%

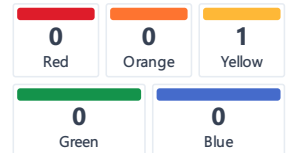Level 1 - Beginning Stage
12.7%

College/Career

LEARN MORE

Yellow

59.9% prepared

Declined 8.7% ▼

EQUITY REPORT
Number of Student Groups in Each Color

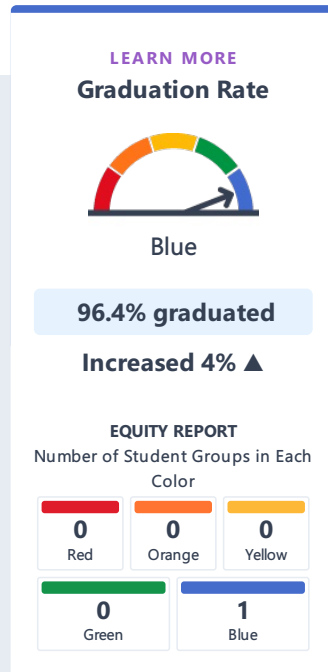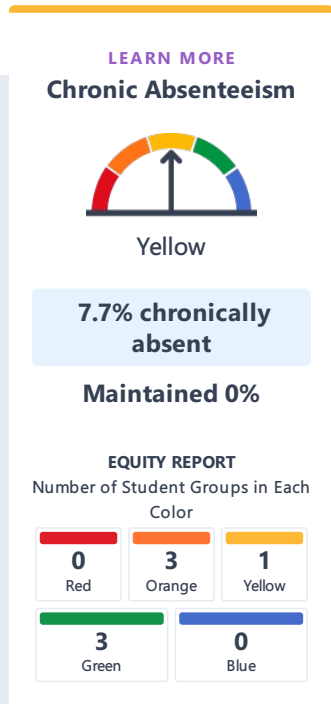| **0** Red	**0** Orange	**1** Yellow
0 Green	**0** Blue	

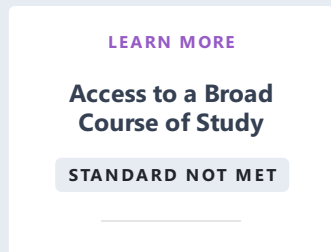## Local Indicators

Implementation of Academic Standards

LEARN MORE

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Yellow

7.7% chronically absent

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow
0	3	1

Green	Blue
3	0

Graduation Rate

Blue

96.4% graduated

Increased 4% ▲

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow
0	0	0

Green	Blue
0	1

Local Indicators

Access to a Broad Course of Study

STANDARD NOT MET

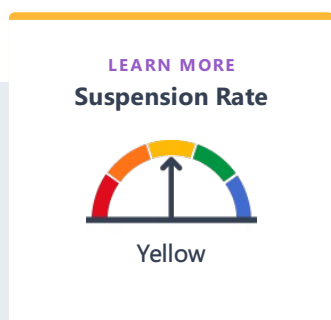**PACIFIC GROVE UNIFIED**

Conditions & Climate

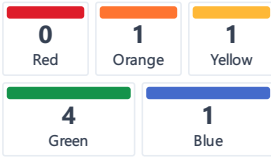View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Yellow

2.7% suspended at least once

Maintained 0.1%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**1** Orange	**1** Yellow
4 Green	**1** Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Pacific Grove Unified

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Yellow

7.7% chronically absent

Maintained 0%

Number of Students: 1,507

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Asian

English Learners

Two or More Races

Yellow

Students with Disabilities

Green

Hispanic

Socioeconomically Disadvantaged

White

Blue

No Students

No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

African American

No Performance Color

15.4% chronically absent

Increased 10.1% ▲

Number of Students: 13

Filipino

No Performance Color

21.4% chronically absent

Increased 7.8% ▲

Number of Students: 14

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

Orange

9.1% chronically absent

Increased 5.9% ▲

Number of Students: 110

English Learners

Orange

8.3% chronically absent

Increased 1.8% ▲

Number of Students: 132

Two or More Races

Orange

10.4% chronically absent

Increased 1.9% ▲

Number of Students: 192

Students with Disabilities

Yellow

13% chronically absent

Declined 1% ▼

Number of Students: 184

Hispanic

Green

7.9% chronically absent

Declined 2.5% ▼

Number of Students: 267

Socioeconomically Disadvantaged

Green

8.6% chronically absent

Declined 1.2% ▼

Number of Students: 372

White

Green

6.7% chronically absent

Declined 0.7% ▼

Number of Students: 896

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students

Blue

96.4% graduated

Increased 4% ▲

Number of Students: 137

Student Group Details

All Student Groups by Performance Level

1 Total Student Group

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

White

No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

100% graduated

Increased 4.8% ▲

Number of Students: 15

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

No Performance Color

92% graduated

Maintained 0.7%

Number of Students: 25

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Socioeconomically Disadvantaged

No Performance Color

90.5% graduated

Declined 2.4% ▼

Number of Students: 42

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy
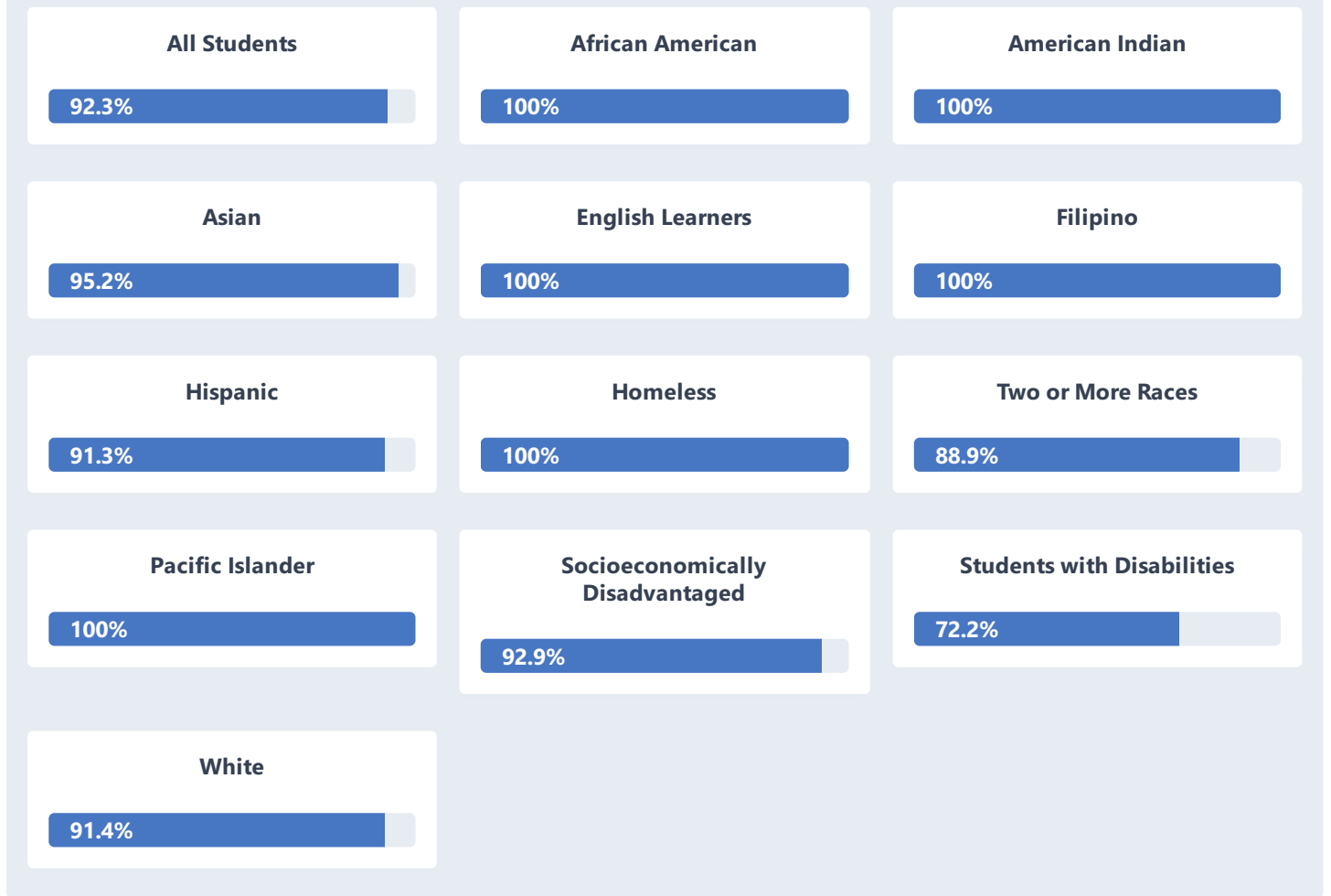
Number of Students: 9

White

Blue

97.4% graduated

Increased 6% ▲

Number of Students: 76

Five Year Graduation Rate

The percentage of students who entered 9th grade for the first time in the 2013-14 school year who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.

All Students

92.3%

African American

100%

American Indian

100%

Asian

95.2%

English Learners

100%

Filipino

100%

Hispanic

91.3%

Homeless

100%

Two or More Races

88.9%

Pacific Islander

100%

Socioeconomically Disadvantaged

92.9%

Students with Disabilities

72.2%

White

91.4%

Local Indicators

STANDARD NOT MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

Tool 1-8

Legislated Metrics

Conditions of Learning						
Priority	**Description**	**Location of information**	**Baseline 2016-17**	**Expected Outcomes 2017-18**	**Expected Outcomes Year 2 2018-19**	**Expected Outcomes Year 3 2019-20**
Basic	*Degree to which teachers are appropriately assigned and credentialed in subject areas:*	SARC report	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	Degree to which students have sufficient access to standards-aligned instructional materials	SARC reports	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	Degree to which school facilities are maintained in good repair	SARC reports	Overall facility rating for each site as of April 2016 is good	Maintain current "good" status at all sites, make improvements where needed	Maintain current "good" status at all sites, make improvements where needed	Maintain current "good"status at all sites, make improvements where needed
Implementation of State Standards	Implementation of ALL content and performance standards for ALL students	Local survey results	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th.	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards

				for grades TK-12th.	for grades TK-12th. Possible adoption of Social Studies Instructional materials k-8	for grades TK-12th. Adoption of new K-5 Math. Pilot of Science instructional materials k-8.
Implementation of State Standards	Programs and services enable English learners to access core and English Language Development standards	Local survey results	All English Language Instructional Materials are aligned with both English language Arts standards and the English Language Development standards (designated and integrated instruction)	All English Language Instructional Materials are aligned with both English language Arts standards and the English Language Development standards (designated and integrated instruction)	New Social Studies instructional materials to include integrated English Language Development	Pilot K-8 new Science instructional materials to include integrated English Language Development
Course Access	Student access and enrollment in all required areas of study	Local district results	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students through support classes at the Middle and High School with a	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students

				multiple tiered system of support at all sites. 3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with disabilities have full access and are mainstreamed into general education classes.	through support classes at the Middle and High School with a multiple tiered system of support at all sites. 3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with disabilities have full access and	through support classes at the Middle and High School with a multiple tiered system of support at all sites. 3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with	through support classes at the Middle and High School with a multiple tiered system of support at all sites. 3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school. 75% of all students with

				are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.

Pupil Outcomes						
Priority	**Description**	**Location of information**	**Baseline 2016-17**	**Expected Outcomes 2017-18**	**Expected Outcomes Year 2 2018-19**	**Expected Outcomes Year 3 2019-20**
Pupil Achievement	EL progress toward English proficiency	CELDT/ELPAC progress	68% Making annual progress in learning English 47% Attained English proficiency level on CELDT	70% Make annual progress in learning English 50% Attain English proficiency on ELPAC Actual Outcome: 49.4% have Well Developed English Language Proficiency	72% Make annual progress in learning English 52% Attain English proficiency on ELPAC	74% Make annual progress in learning English 54% Attain English proficiency on ELPAC
		Reclassification	21% Reclassification Rate	23% Reclassification rate	25% Reclassification rate Actual outcome:	20% Reclassification rate

				17% Reclassificat ion rate	
Statewide Assessments	SBAC-ELA	15-16: % Students meeting or exceeding standard = 71% All students in grades 3-8 in ELA scored High-green 38.1 points above standard and increased +9.4 points English learners overall : Yellow-Medium 6.1 points above meeting standard and maintained +3.2 (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years) EL only: Low at 7.4 points below meeting standard and increased +7.2 points Socioeconomic disadvantaged: Yellow-Low 16.2 below level meeting standard and increased +12 points	75% Students meet or exceed standards Actual Outcome: 77% Met or Exceeded Standards (see Smarter Balanced Doc 4 for grade level results) Actual outcome: 56.5 points above standard, increased 8.5 points English learners overall increase by 5 percentage points over previous year scores Actual Outcome: 12 points above standard,	80% Students meet or exceed standards English learners overall increase by 5 percentage points over previous year scores Socioecono mic disadvantag ed increase by 5 percentage points over previous year scores Students with disabilities	85% Students meet or exceed standards English learners overall increase by 5 percentage points over previous year scores Socioecono mic disadvantag ed increase by 5 percentage points over previous year scores Students with disabilities

			Students with Disabilities: Yellow-Low 44.6 below meeting standard and maintained +.0.8 points	increased by 20.7 points Socioeconomic disadvantaged increase by 5 percentage points over previous year scores Actual outcome: 14.8 points above standard, increased by 18 points Students with disabilities increase by 5 percentage points over previous year scores Actual Outcome: 32.6 points below standard, increased by 3.2 points	increase by 5 percentage points over previous year scores	increase by 5 percentage points over previous year scores
	SBAC-Math		15-16: % Students meeting or exceeding standard = 58%	Actual Outcome: 66% percent Meet or Exceed	English learners overall	English learners overall

| | | | All students in grades 3-8 Math scored High 8.4 points above standard and Maintained +2.1 points MATH: English Learners Overall: Orange-Medium 23.2 points below level 3 Declined 9.5 points (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years) EL only: Low-Orange; 31 points below meeting standard and declined 4.4 points RFEP only: Medium-Orange 12.1 points below meeting standard; declined significantly 16.4 points Socioeconomic disadvantaged: Low-Orange; 56.7 points below meeting | Standards (see see Smarter Balanced Doc 4 for grade level results) Actual Outcome: 32.4 points above standard, increased 12.7 points English learners overall increase by 5 percentage points over previous year scores Socioeconomic disadvantaged increase by 5 percentage points over previous year scores Students with disabilities increase by 5 percentage points over previous year scores | increase by 5 percentage points over previous year scores Socioeconomic disadvantaged increase by 5 percentage points over previous year scores Students with disabilities increase by 5 percentage points over previous year scores Hispanic students increased by 5 percentage points over | increase by 5 percentage points over previous year scores Socioeconomic disadvantaged increase by 5 percentage points over previous year scores Students with disabilities increase by 5 percentage points over previous year scores Hispanic students increased by 5 percentage points over |

			standard, declined 7.2 points Students with disabilities: Low-Orange 83.5 points below meeting standard, declined 8.9 points Hispanic: Low-Orange 27.6 points below meeting standard; declined 2.5 points	Hispanic students increased by 5 percentage points over previous year scores	previous year scores	previous year scores
	% of students successfully completing A-G courses	Local data	2015-2016 PGHS 92/141 = 66% PGCHS 0/5 = 0% Fewer class offerings that qualify A-G at CH. 2016-2017 estimate: UC Eligibility: 102/141 = 72%	PGHS = 72% (UC) PGCHS = 5% (Fewer class offerings that qualify A-G at CH.)	PGHS = 75% (UC) PGCHS =10% (Fewer class offerings that qualify A-G at CH.) Data available after June 2019	PGHS = 77% (UC) PGCHS = 15% (Fewer class offerings that qualify A-G at CH.
	% of students successfully completing CTE pathways	Local data	12 % of students successfully completed CTE pathways	13 % of students will successfully complete CTE pathways	15% of students will successfully complete CTE pathways	17 % of students will successfully complete CTE

						pathways
					Data available after June 2019	
% of students passing Advanced Placement exams (3+)	College Board	**2015-2016** 143 students took a total of 266 exams. 124 students scored 3 or higher on at least one exam--87%	Maintain or exceed 87% of students passing Advanced Placement exams (3+)	Maintain or exceed 87% of students passing Advanced Placement exams (3+)	Maintain or exceed 87% of students passing Advanced Placement exams (3+)
% of students taking Advanced Placement classes % of those students taking Advanced Placement classes that are: -English only or IFEP (initial fluent English Proficient) -Reclassified as Fluent English proficient (RFEP) -English learners (EL) -Free/Reduced lunch students	Local data	**2016-2017** 32.5% of all students are taking AP classes (192 of 591) Of these 192 students: 90% are English Only or IFEP 10% are RFEP 0% are EL 8% are Free/Reduced lunch	35% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 4%	37% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 3%	39% of all students are taking AP classes Increase over previous year participation in AP classes for: RFEP: 2% EL: maintain

					Actual Outcomes: AP Testing Rate (% of students who took at least 1 AP exam): 72% AP Exam Passing Rate (Current Seniors) - Test Year 2018: 89% AP Exam Passing Rate (% of all students who took at least 1 AP exam) - Test Year 2018: 79% IFEP: 74% RFEP: 48% EL: 100% SED: 70% AP Enrollment	Free/Reduced lunch: 3%

					Rate (% of students enrolled in at least 1 AP course) - Current Year/2019: 44.6% Total AP Enrollment (of 602 students) - Current Year/2019: 38% IFEP: 7.8% RFEP: 9.1% EL: 0.43% SED: 12.6%	
	% of students demonstrating college preparedness (Early Assessment Program exam)	SBAC results (2016)	**SBAC 2015-2016 ELA** Ready: 61% Conditionally Ready: 26% Not Yet: 8% Not: 5% **SBAC 2015-2016 Math**	**ELA** Ready: 63% Conditionally Ready: 28% Not Yet: 0% Not: 0% **Math** Ready: 45% Conditionally	**ELA** Ready: 64% Conditionally Ready: 30% Not Yet: 0% Not: 0% **Math** Ready: 50%	**ELA** Maintain levels **Math** Ready: 55% Conditionally Ready: 37% Not Yet: 5%

			Ready: 39% Conditionally Ready: 31.5% Not Yet: 13% Not: 16.5% **Waiting for 2016-2017 results**	Ready: 35% Not Yet: 10% Not: 10% Actual Outcome: 59.9% of students on the "prepared" level on the College/Career Indicator 13.9% "approaching prepared" 26.3% "not prepared"	Conditionally Ready: 36% Not Yet: 8% Not: 6%	Not: 3%
Other Pupil Outcomes	District determined	Local district data	**AVID GPA (16-17) for MS:** 3.26 **AVID GPA (16-17) for HS:** 3.17 **DIBELS Next Grade K - End of Year** At/Above Benchmark: 87% (does not include scores from all students at grade level)	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5. At/Above Benchmark: 90% At/Above Benchmark: 83% At/Above Benchmark: 78%	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5. At/Above Benchmark: 92% <u>Actual Outcomes:</u>	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5. At/Above Benchmark: 95%

			DIBELS Next Grade 1 - End of Year At/Above Benchmark: 79% (does not include scores from all students at grade level)	Proficient & Advanced: 62%	At/Above Benchmark: 87%	At/Above Benchmark: 90%
				Proficient & Advanced: 69%	At/Above Benchmark: 83%	
			DIBELS Next Grade 2 - End of Year At/Above Benchmark: 73% (does not include scores from all students at grade level)	Proficient & Advanced: 73%	Proficient & Advanced: 65%	
				Proficient & Advanced: 72%	Proficient & Advanced: 72%	At/Above Benchmark: 88%
			SRI (Grades 3-6) Grade 3 Proficient & Advanced: 57%	Met/Exceed Standard to reach 60% or greater. Expand use of Interim Formative Assessments as a means of measuring student achievement in Math	Proficient & Advanced: 75% Proficient & Advanced: 75% Met/Exceed Standard to reach 65% or greater.	Proficient & Advanced: 70%
			Grade 4 Proficient & Advanced: 65% **Grade 5**		Expand use of Interim Formative Assessment	Proficient & Advanced: 75%

			Proficient & Advanced: 69% **Grade 6** Proficient & Advanced: 69% **ELA** **9th Grade** **Comprehensive (end-of-course)** Exceeded: 12.4% Met: 35.3% Nearly: 30% Not Met: 22.4% **10th Grade** **Comprehensive (end-of-course)** Exceeded: 17% Met: 38.5% Nearly: 24.4% Not Met: 20.0% **Math** Interim Formative Assessments		s as a means of measuring student achievemen t in Math Actual Outcomes: **DIBELS Next Grade K - End of Year** At/Above Benchmark: 94% **DIBELS Next Grade 1 - End of Year** At/Above Benchmark: 98% **DIBELS Next Grade 2 - End of Year** At/Above Benchmark: 94%	Proficient & Advanced: 785% Proficient & Advanced: 78% Met/Exceed Standard to reach 65% or greater. Expand use of Interim Formative Assessment s as a means of measuring student achievemen t in Math

					DIBELS Next Grade 3 - End of Year At/Above Benchmark: 94%
					<u>Actual Outcomes:</u> **AVID** Average GPA, PGHS: 2.944 **AVID** Average GPA, PGMS: 3.42
					SRI SCORES
					Grade 3: Advanced: 25% Basic: 36%
					Grade 4: Advanced: 32% Basic 30%
					Grade 5: Advanced 36%

					Basic 26%	
					SMI SCORES	
					Grade 3:	
					Advanced 1%	
					Basic 16%	
					Grade 4:	
					Advanced: 33%	
					Basic:26%	
					Grade 5:	
					Advanced: 2%	
					Basic: 46%	

Engagement							
Priority	**Description**		**Location of information**	**Baseline 2016-17**	**Expected Outcomes 2017-18**	**Expected Outcomes Year 2**	**Expected Outcomes Year 3**

					2018-19	2019-20
Parental Involvement	Efforts to seek parent input & decision making including parents of unduplicated students and students with exceptional needs.	Local survey results	The results of the the California Healthy Kids Parent Survey show that 87% of parents strongly agree or agree the district seeks parent input	Increase to 90% or better	Increase to 90% or better The results of the California Healthy Kids Parent Survey show that 81% of parents agree that schools encourage parent input and contributions	Maintain at 90% or better
	Promotion of parental participation including parents of unduplicated students and students with exceptional needs.	Local survey results	The results of the California Healthy Kids Parent Survey show that that 68% of parents agree or strongly agree the district promotes parental participation	Increase to 75% or better	Increase to 80% or better The results of the California Healthy Kids Parent Survey show that 88% agree that schools encourage parents to be active partners with the school	Increase to 85% or better

Pupil Engagement	Chronic absenteeism rates - **10% of enrolled days**	Local district data	FG = 4.7% RD = 5.4% MS = 19.3% chronic absence in one or more periods. 9% in 1-2 classes 10% in 3+ classes HS = 24.6% chronic absence in one or more periods. 15% in 1-2 classes 10% in 3+ classes CH = 45%	FG = 3% RD = 3% MS = 10% HS = 15% CHS= 30% Actual Outcome: 7.7% of students chronically absent	FG = 2% RD = 2% MS = 8% HS = 10% CHS= 25% Actual Outcome: 6% of students chronically absent <mark>District Attendance Rate: Actual Outcome: 95.7%</mark>	FG = 1% RD = 1% MS = 5% HS = 8% CHS= 20% 5% of students chronically absent
	High school dropout rates	Local district data	PGHS - 1/141 = 0.7% PGCHS - 1 /5 = 20% District 2/145 = 1.3%	Maintain or decrease dropout rates	Maintain or decrease dropout rates Actual Outcome: PGHS - 1/139 = 0.7% PGCHS - ⅛ = 12.5% District - 2/147 = 1.36%	Maintain or decrease dropout rates
	Middle school dropout rates	Local district data	n/a	Maintain	Maintain PGMS had 1 dropout this	Maintain

					year	
School Climate	Student suspension rates	State data	25/2082 = 1.2%	Decrease to 1% Actual Outcome: 56/2087 = 2.6%	Decrease to 1% Actual Outcome: 1.8%	Decrease to 1%
	Student expulsion rates	State data	zero	Maintain	1 expulsion: .04%	zero
	Other local measures	**Local district data**				