

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING: MAY 23, 2024**

Mission Statement

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

DATE: May 23, 2024

TIME: 5:00 PM Closed Session
6:30 PM Open Session

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

Trustees:

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

Administration:

Superintendent Dr. Linda Adamson
Assistant Superintendent Joshua Jorn

Student Representative(s):

Dario DiMaggio
Dayci Dishny

VIRTUAL ZOOM MEETING

<https://pgusd.zoom.us/j/82993291757?pwd=cHE3L3RobHZLSEd6b053NXNicStGQT09>

Meeting ID: 829 9329 1757

Passcode: 012143

One tap mobile +16699006833,,81793111121#,,, *717431# US (San Jose)

+16694449171,,81793111121#,,, *717431# US

Find your local number: <https://pgusd.zoom.us/j/82993291757?pwd=cHE3L3RobHZLSEd6b053NXNicStGQT09>

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

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

A. Call to Order

B. Land Acknowledgement

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

C. Roll Call

D. Adoption of Agenda

- Public Comment:
- Board Discussion:

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- Move: _____ Second: _____ Vote: _____

II. CLOSED SESSION

A. Identify Closed Session Topics

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

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman and Dr. Linda Adamson, for the purpose of giving direction and updates.
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Claudia Arellano and Dr. Linda Adamson, for the purpose of giving direction and updates.
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]
4. Planning and Preparation – Meet and Confer Adult School Teachers
5. Planning and Preparation – Meet and Confer Classified Confidential
6. Planning and Preparation – Meet and Confer Management
7. Superintendent Evaluation
8. Introduction to Principal Greg O'Meara

B. Public Comment on Closed Session Topics

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report Action Taken in Closed Session:

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

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2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Claudia Arellano and Dr. Linda Adamson, for the purpose of giving direction and updates.
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957 subdivision(b)]
4. Planning and Preparation – Meet and Confer Adult School Teachers
5. Planning and Preparation – Meet and Confer Classified Confidential
6. Planning and Preparation – Meet and Confer Management
7. Superintendent Evaluation

B. Pledge of Allegiance

C. BreakerBots Robotics Team Presentation

<https://drive.google.com/file/d/16fSkrttRkaruPHqfnlDjSwYNXlu12HP4/view?usp=sharing>

(Link accessible only to PGUSD account holders)

D. Meet Principal Greg O'Meara

IV. COMMUNICATIONS

- A. Written Communications
- B. Board Member Comments
- C. Superintendent Report
- D. Safety Report

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board will also take public comment on each specific action item prior to Board action on each item. Any individual wishing to comment on a specific item on the current agenda are kindly asked to wait until that item is being discussed. The Board will allow a reasonable amount of time for public comment on each agenda item not to exceed 3 minutes per speaker and no more than 20 minutes per agenda item, pursuant to Board Policy 9323. Speakers will be called sequentially until there is no speaker coming forward on the agenda item or the amount of time allocated for the agenda item has elapsed, whichever comes first. This meeting of the Board of Education is a business meeting of the Board, conducted in public. Please note that the Brown Act limits the Board's ability to respond to public comment. The Board may choose to direct items to the Administration for action or place an item on a future agenda.

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

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VI. CONSENT AGENDA

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

- | | |
|--|-----------|
| A. <u>Minutes of April 18, 2024 Board Meeting</u> | 10 |
| Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the minutes as presented. | |
| B. <u>Cash Receipts Report #17</u> | 17 |
| Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Cash Receipts Report #17. | |
| C. <u>Acceptance of Donations</u> | 19 |
| Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and accept the donations. | |
| D. <u>Revolving Cash Report #6</u> | 20 |
| Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Revolving Cash Report #6. | |
| E. <u>Out of County or Overnight Activities</u> | 22 |
| Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Out of County or Overnight Activities. | |
| F. <u>Personnel Report</u> | 28 |
| Recommendation: (Claudia Arellano, Director II of Human Resources) The District Administration recommends that the Board review and approve the Personnel Report. | |
| G. <u>Monterey Bay Charter School Lease Agreement Revision #19 (2024-25 School Year)</u> | 31 |
| Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Monterey Bay Charter School Lease Agreement Revision #19, extending the term of the lease to June 30, 2025. | |
| H. <u>Interscholastic Federation (CIF) School Representatives (2024-25 School Year)</u> | 33 |
| Recommendation: (Lito M. Garcia, Principal) The Administration recommends that the Board review and approve Pacific Grove High School Principal Greg O'Meara and Athletic Director Dan Powers as the 2024-25 California Interscholastic Federation (CIF) representatives, for the Pacific Grove High School. | |
| I. <u>Forest Grove Elementary School – Single Plan for Student Achievement (SPSA) (2024-25 School Year)</u> | 36 |
| Recommendation: (Abbie Arbrun, Principal) The District Administration recommends the Board review and approve the Forest Grove Elementary School Plan for Student Achievement (SPSA). | |

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- J. Robert H. Down Elementary School – Single Plan for Student Achievement (SPSA) (2024-25 School Year) **107**
Recommendation: (Mary Riedel & Matt Bell, Interim Principals) The District Administration recommends the Board review and approve the Robert H. Down Elementary School Plan for Student Achievement (SPSA).
- K. Pacific Grove Middle School – Single Plan for Student Achievement (SPSA) (2024-25 School Year) **180**
Recommendation: (Sean Roach, Principal) The District Administration recommends the Board review and approve the Pacific Grove Middle School Plan for Student Achievement (SPSA).
- L. Pacific Grove High School – Single Plan for Student Achievement (SPSA) (2024-25 School Year) **256**
Recommendation: (Lito M. Garcia, Principal) The District Administration recommends that the Board review and approve the Pacific Grove High School Single Plan for Student Achievement (SPSA).
- M. Pacific Grove Community High School – Single Plan for Student Achievement (SPSA) (2024-25 School Year) **315**
Recommendation: (Lito M. Garcia, Principal) The District Administration recommends that the Board review and approve the Pacific Grove Community High School Single Plan for Student Achievement (SPSA).
- N. Contract for Services with Peninsula Sports, Inc. (2024-25 School Year) **369**
Recommendation: (Sean Roach, Principal) The District Administration recommends that the Board review and approve the Contract for Services with Peninsula Sports, Inc. for the Pacific Grove Middle School.
- O. Contract for Services with Premier Studios of California (2024-25 School Year) **375**
Recommendation: (Sean Roach, Principal) The District Administration recommends that the Board review and approve the Contract for Services with Premier Studios of California for the Pacific Grove Middle School.
- P. Contract for Services with Beem Video (2024-25 School Year) **381**
Recommendation: (Sean Roach, Principal) The District Administration recommends that the Board review and approve the Contract for Services with Beem Video for the Pacific Grove Middle School.
- Q. Contract for Services with MaryLee Sunseri (2024-25 School Year) **387**
Recommendation: (Barbara Martinez, Principal) The District Administration recommends that the Board ratify and approve the Contract for Services with MaryLee Sunseri.
- R. Independent Consultant Agreement with Musson Theatrical **393**
Recommendation: (Lito M. Garcia, Principal) The District Administration recommends that the Board review and approve the Independent Consultant Agreement with Musson Theatrical for the Pacific Grove High School.

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- S. Plan for Educations Services to Expelled Students **399**
 Recommendation: (Barbara Martinez, Principal) The District Administration recommends that the Board review and approve the PGUSD plan for Educational Services to Expelled Students.
- T. Board Policy Updates Approval – Second Reading **402**
 Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and approve the Board Policy, Administrative Regulation, and Board Bylaw updates recently reviewed by the Board Policy Committee on April 16, 2024.
- U. Out of County or Overnight Activities – Ratification **406**
 Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and ratify the PGHS Varsity Softball CCS Playoff Out of County request.
- Public Comment:
 - Board Discussion:
 - Move: _____ Second: _____ Vote: _____

VII. PUBLIC HEARINGS

- A. Adopted Budget Public Hearing (Fiscal Year 2024-25) **409**
 Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board hold a public hearing and review the District General Fund Budget and all other Funds for Fiscal Year 2024-25.
- Open Public Hearing: _____ Close Public Hearing: _____
- Public Comment:
 - Board Discussion:
- B. Public Hearing of the Local Control and Accountability Plan (LCAP) – PGUSD **465**
 Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects) The District Administration recommends that the Board hold a public hearing and review the PGUSD Local Control and Accountability Plan (LCAP) for the 2024-25 school year.
- Public Comment:
 - Board Discussion:
- C. PGTA Public Hearing of the Tentative Agreement with Pacific Grove Teachers Association (Fiscal Year 2023-24) **609**
 Recommendation: (Buck Roggeman, Lead Negotiator) The District Administration recommends that the Board hold a public hearing of the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for the Fiscal Year 2023-24.

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- Public Comment:
- Board Discussion:

VIII. ACTION/DISCUSSION

A. Approval – PGTA Public Hearing of the Tentative Agreement with Pacific Grove Teachers Association (Fiscal Year 2023-24) **671**

Recommendation: (Buck Roggeman, Lead Negotiator) The District Administration recommends that the Board approve the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for the Fiscal Year 2023-24.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

B. Adoption of Resolution No. 1133 – LGBTQ+ Pride Month (June 2024) **716**

Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and adopt Resolution No. 1133 Proclaiming June 2024 as LGBTQ+ Pride Month.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

C. Approval of Resolution No. 1132 – Office of Public School Construction Authorized Representatives **719**

Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve Board Resolution No. 1132, which is the Office of Public School Construction (OPSC) Authorized Representatives.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

D. Approval of Measure A (Ed-Tech Bond) Education Technology Expenditures **721**

Recommendation: (Matthew Binder, Director of Educational Technology & Louis Algaze, Director of Technology Systems) The District Administration recommends that the Board review and approve the current – June/July, 2024 Measure A – Education Technology Bond Expenditures.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

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- E. Measure D & A Citizens Oversight Committee – Additional Member **724**
 Recommendation: (Jon Anderson, Director of Maintenance, Operations, and Transportation) The District Administration recommends that the Board review and add one additional member to the Citizens Oversight Committee.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

- F. Approval of Contract for Services with Eric Hall & Assoc./MGT – Needs Assessment **730**
 Recommendation: (Joshua Jorn, Assistant Superintendent) The District Administration recommends that the Board review and approve the Contract for Services with Eric Hall and Associates/MGT for a PGUSD Facility Needs Assessment.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

- G. Contract for Services with Varajic Consulting LLC **743**
 Recommendation: (Buck Roggeman, Director of Curriculum and Special Projects) The District Administration recommends that the Board approve the Contract for Services with Varajic Consulting LLC.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

- H. Proposed Board Calendar/Future Meetings **749**
 Recommendation: (Dr. Linda Adamson, Superintendent) The District Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

- Public Comment:
- Board Discussion:
- Move: _____ Second: _____ Vote: _____

IX. INFORMATION/DISCUSSION

- A. PGTech Update – 2024 **754**
 Recommendation: (Matthew Binder, Director of Educational Technology & Louis Algaze, Director of Technology Systems & Andrew Bradley, Digital Teacher) The District Administration recommends that the Board review the information presented: PGTech Update – 2024.

- Public Comment:

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- Board Comment:
- Direction: _____

B. Future Agenda Items

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

- Public Comment:
- Board Comment:
- Direction: _____

X. ADJOURNMENT

Next special Board Meeting: May 28, 2024

Next regular Board Meeting: June 6, 2024

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

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

SUBJECT: Minutes of April 18, 2024 Board Meeting

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Dr. Linda Adamson, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the minutes as presented.

BACKGROUND:

The District Administration records all Pacific Grove Unified School District Board Meetings.

INFORMATION:

All meetings of the governing board of any school district shall be open to the public and shall be conducted in accordance with Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code. All actions authorized or required by law of the governing board shall be taken at the meetings and shall be subject to the following requirements:

- (a) Minutes shall be taken at all of those meetings, recording all actions taken by the governing board. The minutes are public records and shall be available to the public.
- (b) An agenda shall be posted by the governing board, or its designee, in accordance with the requirements of Section 54954.2 of the Government Code. Any interested person may commence an action by mandamus or injunction pursuant to Section 54960.1 of the Government Code for the purpose of obtaining a judicial determination that any action taken by the governing board in violation of this subdivision or Section 35144 is null and void.

FISCAL IMPACT:

N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING MINUTES: APRIL 18, 2024
 YouTube: https://youtu.be/UM0p9B2t_aE?si=hrMEcIS9BiuP0nCH

Mission Statement

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

I. OPENING BUSINESS

A. Call to Order – 5:01 PM

B. Land Acknowledgement

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

C. Roll Call

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

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

Trustee(s) Absent: N/A

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

Board Recorder: Lucero Villegas

Student Representative: N/A

D. Adoption of Agenda

- Public Comment: N/A
- Board Discussion: N/A
- Move: LO Second: EH Vote: Motion CARRIED by vote 5 – 0

II. INFORMATION/DISCUSSION

➤ YouTube 1:46-1:01:19

A. Study Session – School Facilities and Safety Infrastructure Plan

❖ Presentation – *Dale Scott & Assistant Superintendent – Four options (GO) Bonds Extension & Cash-flow Timelines*

- Public Comment:
 - In-Person Speaker – November voters may be scared to vote for a \$75 million bond; Suggests conservative monetary portions

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

SPECIAL MEETING MINUTES: APRIL 18, 2024

YouTube: https://youtu.be/UM0p9B2t_aE?si=hrMEcIS9BiuP0nCH

- In-Person Speaker – Individual & husband voted for bond in 2020 but would not vote for it again due to lack of transparency and trust
- Virtual Speaker – Present at the last bond oversight Committee Meeting; Advised the Board to allow informational access to the public
- Board Comment:
 - EH – Requested more context on July 2026 conclusion
 - JJ – The District has two series remaining for Measure D to fulfill priorities (there may not be enough funds left over to address items that may or may not come up under the Needs Assessment)
 - BS – What would be the financial obligation to be presented twice to the voters?
 - Dale Scott – The cost would be roughly 50% more in fees but provides ability to make a larger/smaller amount in the second series
 - LO – How long would it take to complete the Facilities Needs Assessment?
 - JJ – The deliverable is due to the District by June 29th; The Needs Assessment established in real time what repairs school sites need (does not assess program growth and movement)
 - JM – Cannot support the tax extension – What are other options?
 - CS – Requested a detailed Facilities Master Plan
 - EH – Worried that schools may not be safe for students
 - LO – Do we need a Facilities Master Plan in place to request funds?
 - JJ – No, we need to identify how many series will be issued
 - Dale Scott – Cut off date for filing the resolution with Monterey County is August 9th
 - All Trustees agree that more funds are needed; Benefit of a Facilities Master plan that includes facilities, maintenance, repair, plus educational programming
 - Trustees disagree if the District is to request bond funds in 2024 or 2026 November Ballot
 - JJ – Goal to quantify top three concerns of District and top five concerns at each school site
 - Top three concerns – Visitor access management and controls, enhanced training for staff, plus streamlining communication practices
- Direction: Item to be brought back to the Board

➤ YouTube 1:01:20-2:35:48

B. Study Session – LCAP Overview of Stakeholder Input (Impact on Goals and Actions)

- ❖ Presentation & Qualtrics Dashboard – *Director Buck Roggeman – LCAP Input Summary*
- Public Comment:
 - In-person Speaker – Thank you to Director Roggeman
 - In-person Speaker – New AP Textbook presents police brutality in Chapter 11; Thank you for recognizing black communities
- Board Comment:

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

SPECIAL MEETING MINUTES: APRIL 18, 2024

YouTube: https://youtu.be/UM0p9B2t_aE?si=hrMEcIS9BiuP0nCH

- Trustees Brainstormed Feedback: Safety; Bullying; Consequences; Belonging; Sports; Clubs; BASRP; SED; Mental Health; Early Class Periods; Peer Tutoring; Conflict Resolution; Staff Training; Restorative Justice; Strategic Plan
- Direction: Trustees requested measurable specifics and how pieces of the cultural proficiency plan will be incorporated into actionable items for the LCAP

III. CLOSED SESSION

A. Identify Closed Session Topics

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

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2023-2024 [Government Code § 3549.1 (d)]
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)]
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957]

B. Public Comment on Closed Session Topics

N/A

C. Adjourn to Closed Session

IV. RECONVENE IN OPEN SESSION

➤ YouTube 2:35:49-2:36:38

A. Report Action Taken in Closed Session:

1. Negotiations – Collective Bargaining Session planning and preparation with the PGTA for 2023-2024 [Government Code § 3549.1 (d)]
2. Negotiations – Collective Bargaining Session planning and preparation with the CSEA for 2023-2024 [Government Code § 3549.1 (d)]
3. Public Employee Discipline/Dismissal/Release/Leave/Complaint [Government Code § 54957 subdivision(b)]

BS: Information was shared; no director given or necessary

B. Pledge of Allegiance

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING MINUTES: APRIL 18, 2024
 YouTube: https://youtu.be/UM0p9B2t_aE?si=hrMEcIS9BiuP0nCH

V. CONSENT AGENDA

➤ YouTube 2:36:39-2:37:51

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

- A. Minutes of March 21, 2024 Board Meeting
- B. Cash Receipts Report #15
- C. Acceptance of Donations
- D. Out of County Overnight Activities
- E. Agreement Between University of Massachusetts Global & PGUSD
- F. Agreement Between California State University Monterey Bay & PGUSD
- G. Contract for Services with Psyched Services, Amendment #1

- Public Comment: N/A
- Board Discussion: N/A
- Move: JM Second: CS Vote: Motion CARRIED by vote 5 – 0

VI. ACTION/DISCUSSION

➤ YouTube 2:37:52-3:08:23

- A. Adoption of Resolution No. 1126 – Final Resolution Ordering the Dismissal of Certain Certificated Staff due to Layoff

- Public Comment: N/A
- Board Discussion:
 - CS – Difficult decision that was not taken lightly by all staff & Trustees
- Move: BS Second: JM Vote: Motion CARRIED by vote 5 – 0

- B. Measure D & A Citizens Oversight Committee

- Public Comment: N/A
- Board Discussion:
 - JM – What is process for present and future recruitment (six of seven seats filled)?
 - Director Anderson – Candidates are notified to apply via flyers
 - CS – Would like Director to continue to advertise and fill seventh member seat
- Move: EH Second: LO Vote: Motion CARRIED by vote 5 – 0

- C. Contract for Services with Qualtrics (Isobar, Inc.) – Individualized Dashboards for the PGUSD Website

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SPECIAL MEETING MINUTES: APRIL 18, 2024

YouTube: https://youtu.be/UM0p9B2t_aE?si=hrMEcIS9BiuP0nCH

- Public Comment:
 - In-Person Speaker – Requested clarification on what is being tweaked for data
 - BS – Reminded public that q & a is not allowed
- Board Discussion:
 - CS – Requested clarification on deliverables
 - LA – Will request from Qualtrics to provide more specificity (number of dashboards, data import on dashboards & define public facing coding)
- Move: CS Second: LO Vote: Motion CARRIED by vote 5 – 0

D. Agreement for Special Services with the Law Firm of Atkinson, Andelson, Loya, Ruud & Romo – Retainer

- Public Comment: N/A
- Board Discussion:
 - JM & CS – In support of preventative step
- Move: JM Second: CS Vote: Motion CARRIED by vote 5 – 0

E. Proposed Board Calendar/Future Meetings

- Public Comment: N/A
- Board Discussion:
 - Trustees – Requested Safety Study Session item to return for May 9th Board Meeting; Hold July 18th as a tentative Special Board Meeting
- Move: BS Second: EH Vote: Motion CARRIED by vote 5 – 0

VII. INFORMATION/DISCUSSION

C. Future Agenda Items

- Public Comment: N/A
- Board Comment:
 - CS – TOSA Curriculum Accountability – Further discussion to take place
- Direction: N/A

VIII. ADJOURNMENT

Adjourned – 8:41 PM

Next regular Board Meeting: May 9, 2024

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

SPECIAL MEETING MINUTES: APRIL 18, 2024

YouTube: https://youtu.be/UM0p9B2t_aE?si=hrMEcIS9BiuP0nCH

Approved and submitted:



Superintendent Dr. Linda Adamson
Secretary to the Board

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

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

SUBJECT: Cash Receipts Report #17

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Cash Receipts #17.

BACKGROUND:

The attached listing identifies Cash Receipts received by the District during the period of April 29, 2024 to May 12, 2024.

INFORMATION:

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

PGUSD
2023-24 BOARD REPORT # 17 Cash Receipts

April 29, 2024 - May 12, 2024

Date	Num	Name	Account	Amount
Apr 29 - May 12, 24				
04/29/2024	22378	MISC	Benefits	227.00
04/29/2024	22379	PGMS	DONATION	10.10
04/29/2024	22380	PGMS	DONATION	68.00
04/29/2024	22381	PGMS	FIELD TRIP	1,250.00
04/30/2024	22382	STATE OF CALIFORNIA	MEDI-CAL	3,704.56
04/30/2024	22383	RETIREE INSURANCE	RETIREE INSURANCE	465.00
04/30/2024	22384	Facilitron	FACILITIES	5,285.13
04/30/2024	22385	BASRP-FG	BASRP	40.00
04/30/2024	22386	BASRP-RD	BASRP	940.00
04/30/2024	22387	STATE PRE SCHOOL	PRESCHOOL	2,400.00
04/30/2024	22388	RETIREE INSURANCE	RETIREE INSURANCE	1,230.33
05/01/2024	22389	PGMS	FIELD TRIP	875.00
05/02/2024	22390	CAFETERIA	BANK FEE	-79.99
05/02/2024	22391	PRESCHOOL	PRESCHOOL	16,788.00
05/02/2024	22392	ADULT EDUCATION	ADULT EDUCATION	125.00
05/02/2024	22393	PGMS	FIELD TRIP	500.00
05/02/2024	22394	PGMS	FIELD TRIP	775.00
05/02/2024	22395	RETIREE INSURANCE	RETIREE INSURANCE	1,917.22
05/03/2024	22396	RETIREE INSURANCE	RETIREE INSURANCE	179.00
05/03/2024	22397	ASE - After School Enrichment	After School Enrichment Cl...	85.00
05/03/2024	22398	PGMS	FIELD TRIP	500.00
05/03/2024	22399	PGMS	FIELD TRIP	2,250.00
05/03/2024	22400	RETIREE INSURANCE	RETIREE INSURANCE	1,755.00
05/06/2024	22401	Robert Down Elementary	Birthday Books	20.00
05/06/2024	22402	Robert Down Elementary	DONATION	86.15
05/06/2024	22403	RETIREE INSURANCE	RETIREE INSURANCE	1,776.00
05/06/2024	22404	STATE OF CALIFORNIA	MEDI-CAL	1,281.30
05/06/2024	22405	PGMS	FIELD TRIP	2,250.00
05/06/2024	22406	PGMS	FIELD TRIP	1,750.00
05/06/2024	22407	PGMS	DONATION	19.00
05/06/2024	22408	PGMS	FIELD TRIP	875.00
05/06/2024	22409	PGMS	FIELD TRIP	1,125.00
05/09/2024	22410	BASRP-FG	BASRP	91.00
05/09/2024	22411	BASRP-RD	BASRP	661.00
05/09/2024	22412	CSEA	MISC	150.00
05/09/2024	22413	PGMS	FIELD TRIP	250.00
05/09/2024	22414	PGMS	FIELD TRIP	125.00
05/09/2024	22415	PGMS	FIELD TRIP	125.00
05/09/2024	22416	RETIREE INSURANCE	RETIREE INSURANCE	127.00
05/09/2024	22417	ADULT EDUCATION	ADULT EDUCATION	43,292.83
05/09/2024	22418	ADULT EDUCATION	ADULT EDUCATION	1,636.14
05/09/2024	22419	ADULT EDUCATION	ADULT EDUCATION	60.69
05/10/2024	22421	MPC	DUAL ENROLLMENT REIM...	190.00
05/10/2024	22420	RETIREE INSURANCE	RETIREE INSURANCE	190.00
05/10/2024	22422	PGMS	FIELD TRIP	125.00
05/10/2024	22423	RETIREE INSURANCE	RETIREE INSURANCE	127.00
Apr 29 - May 12, 24				97,622.46

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

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

SUBJECT: Acceptance of Donations

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and accept the donations referenced below.

INFORMATION:

During the past months the following donations were received:

Forest Grove Elementary School

None

Robert H. Down Elementary School

Miscellaneous

\$86.15 (E. Chavez's Class)

Pacific Grove Middle School

General Mills Box Tops

\$10.10 (non-specified)

Miscellaneous

\$86.00 (Garden Club)

Miscellaneous

\$19.00 (Garden Club)

Pacific Grove High School

None

Pacific Grove Community High School

None

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

None

Pacific Grove Unified School District

None

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

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

SUBJECT: Revolving Cash Report #6

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve the Revolving Cash report #6.

BACKGROUND:

The attached listing identifies payments made from the Revolving Cash Fund during the period of February 28, 2024 to May 12, 2024.

INFORMATION:

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

PGUSD
2023-24 BOARD REPORT #5 REVOLVING CASH
February 28, 2024 - May 12, 2024

Date	Name	Account	Amount
Feb 28 - May 12, 24			
03/04/2024	DEPOSIT	DEPOSIT	1,328.65
03/15/2024	ANALYSIS CHARGE	FEES	-474.86
03/19/2024	Monterey County Clerk	FEES	-50.00
04/15/2024	ANALYSIS CHARGE	FEES	-464.47
04/25/2024	Kiwanis Club of Pacific Grove Foundation	GENERAL FUND	-100.00
04/26/2024	DEPOSIT	DEPOSIT	989.33
05/10/2024	Shane McLoud	GENERAL	-2,192.34
Feb 28 - May 12, 24			-963.69

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

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

SUBJECT: Out of County or Overnight Activities

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Out of County or Overnight requests.

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
2023-24 OUT OF COUNTY OR OVERNIGHT ACTIVITIES

<u>Date(s)</u>	<u>Destination</u>	<u>Student/ Class/ Activity</u>	<u>Transportation</u>	<u>Cost</u>	<u>Funding Source</u>
6/7/24-6/9/24	St. Mary's Moraga, CA	PGHS Basketball Team Summer Camp	District Van	\$ 900.00	Athletics
6/15/24-6/16/24	Santa Cruz High School Santa Cruz, CA	PGHS Basketball Team Summer Tournament	District Van	\$ 525.00	Athletics
6/21/24-6/22/24	Marin High School Novato, CA	PGHS Basketball Team Summer Tournament	District Van	\$ 495.00	Athletics
6/29/24-6/30/24	Melo Atherton High School Melo Atherton, CA	PGHS Basketball Team Summer Tournament	District Van	\$ 275.00	Athletics

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

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

Date of Activity: 6/7-6/9/2024 Day of Activity: Fri-Sat
 Activity Name/ Location: St Mary's Team Basketball Camp Address: 1928 St. Mary's Road
 City: Moraga County: Contra Costa
 School: Pacific Grove High School Teacher/ Class or Club: Powers- Boys Basketball Grade: 9-12
 School Departure Time: 9 a.m. Pickup Time from Place of Activity: 3 p.m.
 Name(s) of Employee(s) Accompanying Students: Dan Powers, Jon Watkins
 Number of Adults: 2 Number of Students: 15
 (Total Chaperones)
 Description of Activity/ Educational Objective: Participate in a summer team camp, visit St Mary's.
 List All Stops: None

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

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

Name(s) of Auto Drivers (subject to change): _____
 (x) Form-OCA-1 Release of Driver Record Information is on file with the District on file
 (x) Form-OCA-2 Personal Automobile Information is on file with the District on file
 (x) Fingerprint clearance is on file with the District on file

Requested By: Daniel P. Powers Daniel P. Powers Date: 05/07/2024
 Employee Signature (accompanying students) (Printed Name)

Administrative Approval/Principal: Lito M. Garcia Date: 05/14/2024

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

Cost of Activity: \$ 900 + Cost of Transportation: \$ 0 + Cost of Substitute: \$ _____ = Total Cost (Est): \$ 900.00

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

Account Code: Wells Fargo Bank Athletics Department Fund - #1965169244/408 Boys Basketball

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

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

Date of Activity: June 15-16 Day of Activity: S-S
 Activity Name/ Location: STR8 Shootout-Santa Cruz High Address: 415 Walnut St
 City: Santa Cruz County: Santa Cruz
 School: Pacific Grove High School Teacher/ Class or Club: Powers-Varsity basketball Grade: 9-12
 School Departure Time: 9 a.m. Pickup Time from Place of Activity: 3 p.m.
 Name(s) of Employee(s) Accompanying Students: Dan Powers, Jon Watkins, Gaurav Gurung
 Number of Adults: 3 Number of Students: 12
 (Total Chaperones)
 Description of Activity/ Educational Objective: Summer High School Basketball Tournament at Santa Cruz High
 List All Stops: None

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

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

Name(s) of Auto Drivers (subject to change): _____
 (x) Form-OCA-1 Release of Driver Record Information is on file with the District all on file
 (x) Form-OCA-2 Personal Automobile Information is on file with the District all on file
 (x) Fingerprint clearance is on file with the District all on file

Requested By: Daniel P. Powers Daniel P. Powers Date: 05/07/2024
 Employee Signature (accompanying students) (Printed Name)

Administrative Approval/Principal: Lito M. Garcia Date: 05/14/2024

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

Cost of Activity: \$ 525 + Cost of Transportation: \$ 0 + Cost of Substitute: \$ _____ = Total Cost (Est): \$ 525.00

Funds to be charged for all activity expenses: () Students () Club () PG Pride (x) Other Boys Basketball team acct

Account Code: Wells Fargo Bank Athletics Department Fund #1965169244/408

 TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

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

Date of Activity: June 21-22 Day of Activity: F-S
 Activity Name/ Location: Marin HS Summer Address: 161 San Carlos Way
 City: Novato County: Marin
 School: Pacific Grove High School Teacher/ Class or Club: Powers-Varsity Basketball Grade: 9-12
 School Departure Time: 9 a.m. Pickup Time from Place of Activity: 3 p.m.
 Name(s) of Employee(s) Accompanying Students: Dan Powers, Jon Watkins
 Number of Adults: 2 Number of Students: 12
 (Total Chaperones)
 Description of Activity/ Educational Objective: Summer High School Basketball Tournament
 List All Stops: None

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

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

Name(s) of Auto Drivers (subject to change): _____
 (x) Form-OCA-1 Release of Driver Record Information is on file with the District on file _____
 (x) Form-OCA-2 Personal Automobile Information is on file with the District on file _____
 (x) Fingerprint clearance is on file with the District on file _____

Requested By: Daniel P. Powers Daniel P. Powers Date: 05/07/2024
 Employee Signature (accompanying students) (Printed Name)

Administrative Approval/Principal: Lito M. Garcia Date: 05/14/2024

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

Cost of Activity: \$ 495 + Cost of Transportation: \$ 0 + Cost of Substitute: \$ _____ = Total Cost (Est): \$ 495.00

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

Account Code: Wells Fargo Bank Athletics Department Fund - #1965169244/408

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

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

Date of Activity: 6/29-6/30/2024 Day of Activity: Sat-Sun
 Activity Name/ Location: Menlo-Ath Summer Tournament Address: 555 Middlefield Road
 City: Menlo Atherton County: San Mateo
 School: Pacific Grove High School Teacher/ Class or Club: Powers-Varsity Basketball Grade: 9-12
 School Departure Time: 9 a.m. Pickup Time from Place of Activity: 3 p.m.
 Name(s) of Employee(s) Accompanying Students: Dan Powers, Jon Watkins
 Number of Adults: 2 Number of Students: 12
 (Total Chaperones)
 Description of Activity/ Educational Objective: Summer Basketball Tournament at Menlo Atherton High
 List All Stops: None

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

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

Name(s) of Auto Drivers (subject to change): _____
 (x) Form-OCA-1 Release of Driver Record Information is on file with the District on file
 (x) Form-OCA-2 Personal Automobile Information is on file with the District on file
 (x) Fingerprint clearance is on file with the District on file

Requested By: Daniel P Powers Daniel P. Powers Date: 05/07/2024
 Employee Signature (accompanying students) (Printed Name)

Administrative Approval/Principal: Lito M Garcia Date: 05/14/2024

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

Cost of Activity: \$ 275 + Cost of Transportation: \$ 0 + Cost of Substitute: \$ _____ = Total Cost (Est): \$ 275.00

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

Account Code: Wells Fargo Bank Athletics Department Fund - 1965169244/408 Boys Basketball

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____

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

☒ Consent
☐ Action/Discussion
☐ Information/Discussion
☐ Public Hearing

SUBJECT: Personnel Report

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends the Board of Trustees approve the Personnel Report as presented.

BACKGROUND:

The Personnel Report outlines appointments, leaves, resignations, retirements and releases as it relates to employees' employment status with the District.

Recruitment and selection procedures include dissemination of vacancy announcements to local and surrounding public agencies, community colleges and institutions of higher education as well as posting on the District's website.

INFORMATION:

Persons listed in the Personnel Report are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

N/A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
 PERSONNEL REPORT – CERTIFICATED
 May 23, 2024

APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Griffin, Savanna	Science	1.0	PGMS	Prob	7/1/24
Avenell, Alyce	ATP Teacher	1.0	ADE	Perm	7/1/24
Brutzman, Sarah	Spanish Teacher	1.0	PGHS	Prob	7/1/24

RESIGNATIONS/RELEASES/RETIREMENTS

Name	Position	FTE	Site	Status	Effective Dates
Smith, Laura	Elementary Teacher	1.0	RHD	Resigning	5/31/24
Lara, Celia	Photography Teacher	0.4	PGHS	Resigning	6/29/24

LEAVES OF ABSENCE

Name	Position	FTE	Site	Leave Type	Effective Dates
Luciano, Christina	Elementary Teacher	1.0	FGE	Indus Acc Leave	2/23/24 - 5/31/24
Brimer, Dylan	Science Teacher	1.0	PGMS	FMLA	5/7/24 - 5/31/24

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT – CLASSIFIED
May 23, 2024

APPOINTMENTS

Name	Position	FTE	Site	Status	Effective Dates
Pickrom, Marquis	Campus Supervisor	.875	PGHS	Prob	8/6/24
Dorantes-Santos, Diana	Administrative Assistant II	.8125	CHS	Prob	7/14/24
Davis, James	Substitute	varies	District	on-call	5/14/24
Arana Lopez, Maria	Substitute	varies	District	on-call	5/20/24
De Jesus, Erwin	Substitute	varies	District	on-call	5/15/24
Bullas, Ryan	Instructional Assistant I	.5	ADE	Prob	7/8/24
Gunn, Harumi	Instructional Assistant I	.6875	FGE	Temp	8/6/24
Quezada, Esperanza	Food Service II	.5	PGHS	Prob	5/20/24
Aguilar Romero, Lluvia	Food Service II	.688	PGMS	Prob	5/20/24

RESIGNATIONS/RELEASES/RETIREMENTS

Name	Position	FTE	Site	Status	Effective Dates
Rodriguez, Angela	Fiscal Officer	1.0	DO	Resigning	5/15/24
Arellano, Claudia	Director II, HR	1.0	DO	Resigning	6/30/24
Cleveland, Alexandra	ADE Instructor	varies	ADE	Resigning	6/30/24
Sanjurjo, Sandra	Girls Soccer coach	varies	PGMS	Resigning	5/31/24
Dolowich, Elin	8th Grade Girls Volleyball Coach	varies	PGMS	Resigning	5/31/24
McDowell, Savana	Tennis Coach	varies	PGHS	Resigning	5/31/24

LEAVES OF ABSENCE

Name	Position	FTE	Site	Leave Type	Effective Dates
Dorantes, Sandra	Clerk III	1.0	ADE	Indus Acc Leave	4/15/24-5/17/24
Kirmil, Tammie	Health Clerk / BASRP	1.0	PGHS / RDE	FMLA	5/14/24 - 5/31/24

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

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

SUBJECT: Monterey Bay Charter School Lease Agreement 2024-24 Revision #19

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends approval of Lease Agreement Revision #19 with the Monterey Bay Charter School, extending the term of the lease to June 30, 2025.

BACKGROUND:

Beginning in 2001, the District began leasing space at the David Avenue School to the Monterey Bay Charter School. Since then, there have been several revisions to the lease, either for additional space, increasing the rate, or extension of the term of the lease. The current lease expires on June 30, 2024.

The lease terms indicated the lease annual escalator to follow the state statutory COLA. The provision under Section 4: Rent states:

“...Rent shall be increased by greater than 2.5% of the percentage of growth of the state funded cost of living adjustment (COLA), up to the maximum of 5%.”

The lease rate for 2022-2023 under the Board Approved Amendment #18 is \$1.1663/square foot for a total of 19,150 square feet.

INFORMATION:

At this time the District is recommending increasing the lease rate by 2.5% (from \$\$1.1379/sf to \$1.1663/sf). The 2024-25 projected statutory cost-of-living (COLA) adjustment for K-14 education is .76%, and the master lease agreement requires a minimum escalation of 2.5%.

This will result in a net increase to revenue of \$6,526.32

FISCAL IMPACT:

Fund 40 revenue for fiscal year 2024-25 of \$268,015.74

1.1663 Revision #19
of Lease Agreement between
Pacific Grove Unified School District
and
Monterey Bay Charter School

This document revises language contained within the Agreement of April 5, 2001, as revised by:
Revision #1 of August 9, 2002 (B-Wing, 6000sf, C-Wing 4,445 sf, E-3 960 sf = Total 11,405 sf)
Revision #2 of September 24, 2002
Revision #3 of February 16, 2006
Revision #4 of May 19, 2006
Revision #5 of August 6, 2009
Revision #6 of August 10, 2010 (remove C-Wing restrooms and add B-Wing restrooms)
Revision #7 of May 17, 2012 (add D-Wing 4800 sf = Total 16,205 sf)
Revision #8 of May, 2013 (increase rent to \$0.812 per sf)
Revision #9 of May 8, 2014 (increase rent to \$0.853 per sf and add MPR 1,692 sf = Total 17,897 sf)
Revision #10 of May 21, 2015 (increase rent to \$0.895 per sf, add 327 sf storage room = Total 18,224 sf)
Revision #11 of June 30, 2016 (increase rent to \$0.913 per sf, add 926 sf Room E-4 = Total 19,150 sf)
Revision #12 of June 29, 2017 (increase rent to \$0.927 per sf)
Revision #13 of June 8, 2018 (increase rent to \$0.9570 per sf)
Revision #14 of June 20, 2019 (increase rent to \$0.983 per sf)
Revision #15 of June 20, 2020 (no increase)
Revision #16 of June 17, 2021 (increase rent to \$1.03215 per sf)
Revision #17 of June 17, 2021 (increase rent to \$1.08376 per sf)
Revision #18 of June 17, 2022 (increase rent to \$1.1379 per sf)

Revision #19:

1. Article 4 RENT: All rents shall be increased by 2.5% to reflect monthly rent of \$1.1663 per sf.
2. All other provisions as of Revision #11 remain unchanged.

Agreed to by:

Lessor: Pacific Grove Unified School District

By: _____

Name: Joshua Jorn

Title: Assistant Superintendent

Date: _____

Lessee: Monterey Bay Charter School

By: _____

Name: Jessica Guzzi, Executive Director

Title: Director

Date: _____

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

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

SUBJECT: Pacific Grove High School California Interscholastic Federation (CIF) School Representatives

DATE: May 23, 2024

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

RECOMMENDATION:

The Administration recommends that the Board review and approve Pacific Grove High School Principal Greg O'Meara, and Athletic Director Dan Powers as the 2024.25 California Interscholastic Federation (CIF) representatives for Pacific Grove High School.

BACKGROUND:

The California Interscholastic Federation (CIF) requires each year that each school send a list of employees that can represent the school for official CIF business such as league meetings, section meetings, and State meetings.

INFORMATION:

This form lists the following personnel as representatives for PGHS: Pacific Grove High School Principal Greg O'Meara, and Athletic Director Dan Powers

FISCAL IMPACT:

No fiscal impact.



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: March 18, 2024

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2024-2025**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2024, directly to your CIF Section Office.

2024-2025 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 28, 2024.**

Pacific Grove Unified _____ School District/Governing Board at its May 23, 2024 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2024-2025 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Pacific Grove High School

NAME OF REPRESENTATIVE Greg O'Meara

POSITION Principal

ADDRESS 615 Sunset Dr.

CITY Pacific Grove ZIP 93950

PHONE 831.656.6590 FAX _____

E-MAIL gomeara@pgusd.org

NAME OF SCHOOL Pacific Grove High School

NAME OF REPRESENTATIVE Dan Powers

POSITION Athletic Director

ADDRESS 615 Sunset Dr.

CITY Pacific Grove ZIP 93950

PHONE 831.646.6590 FAX _____

E-MAIL dpowers@pgusd.org

NAME OF SCHOOL _____

NAME OF REPRESENTATIVE _____

POSITION _____

ADDRESS _____

CITY _____ ZIP _____

PHONE _____ FAX _____

E-MAIL _____

NAME OF SCHOOL _____

NAME OF REPRESENTATIVE _____

POSITION _____

ADDRESS _____

CITY _____ ZIP _____

PHONE _____ FAX _____

E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dr. Linda Adamson

Signature 

Address 435 Hillcrest Ave.

City Pacific Grove Zip 93950

Phone 831.646.6553

FAX 831.646.6500

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

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

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

SUBJECT: Forest Grove School Plan for Student Achievement 2024-2025

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Abbie Arbrun, Principal Forest Grove

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Forest Grove Elementary School Plan for Student Achievement for 2024-2025

BACKGROUND:

At its April 30, 2024, meeting, the Forest Grove School Site Council reviewed and approved five school goals for our School Plan for Student Achievement 2024-25. Multiple data sources were used in developing the goals including our local diagnostic testing data, the California Healthy Kids Survey, CORE Social Emotional Learning student survey, feedback from the Parent Teacher Association, Principal check in meetings, student feedback and staff meetings. Our goals align with Pacific Grove Unified School District goals as identified in our Local Control Accountability Plan.

INFORMATION:

Forest Grove has set five goals for the 2024-25 school year. The goals fall under similar categories as our pending approval district LCAP, and have been created to reflect the current state of our intervention efforts on behalf of students. These goals continue to address learning gaps. The primary focus of our academic goals address proficiency for all students in English Language Arts and Math. These two academic goals address academics from a two-pronged approach: one focusing on the needs of all students and one focused on supporting unduplicated student's learning needs. These goals look at bolstering staff's PLC practices and skillsets to produce better collaboration among teams. In doing so, this will lead to teams collaboratively creating stronger structures, practices and methodologies that will thereby create greater student learning. The feedback from parent meetings, staff meetings, and student emotional wellness surveys revealed that both physical and social emotional learning continue to be significant goals for our school. An important component of this goal will be the implementation of our cultural proficiency training to provide a learning environment where all students feel welcome.

Our five goals are:

1. FGE will create and maintain a strong, tier one system for student achievement in which all stakeholders work together to facilitate success of all students. Increase awareness of college and career opportunities for student's futures and support all students in their academic programs (including ELL learners, Tier II and Tier III behavior supports, students with special needs and socioeconomically disadvantaged students in need of additional support).
2. FGE will develop a system in which we support all students (especially unduplicated students) in their academic programs (including ELL learners, Tier II and Tier III behavior supports, students with special needs and socioeconomically disadvantaged students in need of additional support)
3. FGE will establish a culture in which all stakeholders work together to create a culturally proficient campus in which equitable/inclusive practices for all are present.
4. FGE will create and provide an intellectually, physically, and emotionally safe environment for all students.
5. FGE will continue to develop and refine our physical safety practices.

FISCAL IMPACT:

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

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Forest Grove Elementary School	27661346026470	4/30/2024	May 23, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Forest Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Forest Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Forest Grove Elementary School has developed goals designed to improve the instructional program for all students (including additional support for unduplicated students) in English Language Arts, mathematics, social emotional learning, cultural proficiency, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

Educational Partner Involvement

How, when, and with whom did Forest Grove Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Forest Grove involved multiple stakeholders in the review and update of the FGE School Plan for Student Achievement.

- At School Site Council meetings, the team reviewed progress made toward on goals and engaged in updates of the plan.
- Forest Grove Principal ongoing Check Ins with families and friends
- Staff was consulted during regular Site Leadership Team Meetings and Staff Meetings

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Resources throughout the school are provided based on need and while additional resources can always be identified, the only identified inequities have been the fieldtrip participation as compared to our sister elementary school and within grade levels. This discrepancy is being addressed, but it has not been linked as an inequity due to resources. It is hereby noted for posterity and follow up.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Forest Grove Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.49%	0.52%	3	2	2
African American	1.8%	1.96%	1.29%	7	8	5
Asian	11.0%	8.58%	8.01%	43	35	31
Filipino	2.6%	1.72%	1.81%	10	7	7
Hispanic/Latino	25.3%	27.45%	25.84%	99	112	100
Pacific Islander	0.5%	0.98%	1.03%	2	4	4
White	54.5%	51.47%	50.9%	213	210	197
Multiple/No Response	3.6%	5.39%	7.24%	14	22	28
Total Enrollment				391	408	387

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	90	67
Grade 1	64	60	64
Grade 2	60	63	59
Grade3	59	58	70
Grade 4	75	69	60
Grade 5	59	68	67
Total Enrollment	391	408	387

Conclusions based on this data:

1. Enrollment has remained relatively stable over the past 3 years.
2. In reviewing diagonally, class cohorts have been consistent over the last three-year data here covered.
3. Third grade is currently the largest class with an enrollment of 70 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	44	41	32	11.30%	10.0%	8.3%
Fluent English Proficient (FEP)	31	31	28	7.90%	7.6%	7.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The total number of students classified as English Learners has slightly declined over the past three years.
2. Reclassification rate was reported as zero for the 20-21 school year.
3. However, internally, it was reported students were reclassified but the records do not appear on this data chart.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	57	70	0	55	68	0	55	68	0.0	96.5	97.1
Grade 4	76	67	59	0	65	57	0	65	57	0.0	97.0	96.6
Grade 5	58	71	65	0	71	61	0	71	61	0.0	100.0	93.8
All Grades	194	195	194	0	191	186	0	191	186	0.0	97.9	95.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2435.	2449.		32.73	32.35		23.64	22.06		20.00	29.41		23.64	16.18
Grade 4		2496.	2465.		38.46	28.07		24.62	29.82		18.46	7.02		18.46	35.09
Grade 5		2531.	2531.		29.58	40.98		36.62	24.59		21.13	14.75		12.68	19.67
All Grades	N/A	N/A	N/A		33.51	33.87		28.80	25.27		19.90	17.74		17.80	23.12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.27	17.65		50.91	67.65		21.82	14.71
Grade 4		26.15	24.56		58.46	59.65		15.38	15.79
Grade 5		28.17	29.51		64.79	57.38		7.04	13.11
All Grades		27.23	23.66		58.64	61.83		14.14	14.52

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.82	25.00		54.55	54.41		23.64	20.59
Grade 4		24.62	8.77		56.92	57.89		18.46	33.33
Grade 5		25.35	18.03		60.56	63.93		14.08	18.03
All Grades		24.08	17.74		57.59	58.60		18.32	23.66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.55	20.59		78.18	76.47		7.27	2.94
Grade 4		16.92	15.79		76.92	66.67		6.15	17.54
Grade 5		11.27	24.59		78.87	65.57		9.86	9.84
All Grades		14.14	20.43		78.01	69.89		7.85	9.68

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18	22.06		67.27	67.65		14.55	10.29
Grade 4		26.15	14.04		61.54	77.19		12.31	8.77
Grade 5		19.72	27.87		64.79	62.30		15.49	9.84
All Grades		21.47	21.51		64.40	68.82		14.14	9.68

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The combined percent of students whose overall achievement exceeded or met standards for all grades varied by - 3.17%: In 21-22 reaching 62.31% and 22-23 reaching 59.14%.
2. Areas of strength include research and inquiry with 90% above, at or near standard. Listening is also an area of strength with only 9.68% below standard.
3. The second largest area of need is writing with 23.66% below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	57	70	0	55	68	0	55	68	0.0	96.5	97.1
Grade 4	76	67	59	0	65	57	0	65	57	0.0	97.0	96.6
Grade 5	58	71	65	0	71	61	0	71	61	0.0	100.0	93.8
All Grades	194	195	194	0	191	186	0	191	186	0.0	97.9	95.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2451.	2460.		25.45	30.88		34.55	36.76		20.00	11.76		20.00	20.59
Grade 4		2497.	2480.		27.69	24.56		29.23	24.56		27.69	31.58		15.38	19.30
Grade 5		2500.	2506.		12.68	27.87		21.13	16.39		36.62	26.23		29.58	29.51
All Grades	N/A	N/A	N/A		21.47	27.96		27.75	26.34		28.80	22.58		21.99	23.12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.73	35.29		52.73	51.47		14.55	13.24
Grade 4		33.85	22.81		49.23	47.37		16.92	29.82
Grade 5		16.90	19.67		56.34	50.82		26.76	29.51
All Grades		27.23	26.34		52.88	50.00		19.90	23.66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.36	25.00		43.64	54.41		20.00	20.59
Grade 4		26.15	28.07		52.31	45.61		21.54	26.32
Grade 5		14.08	24.59		60.56	50.82		25.35	24.59
All Grades		24.61	25.81		52.88	50.54		22.51	23.66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.09	41.18		58.18	47.06		12.73	11.76
Grade 4		27.69	24.56		58.46	56.14		13.85	19.30
Grade 5		11.27	21.31		70.42	60.66		18.31	18.03
All Grades		21.99	29.57		62.83	54.30		15.18	16.13

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The combined percent of students whose overall achievement exceeded or met standards for all grades varied by an increase in performance of 5.08%: In 21-22 reaching 49.22% and 22-23 reaching 54.3%.
2. For fifth grade, the difference between 21-22 and 22-23 school years was significant with a difference of 15.19% more students achieving above standards.
3. Communicating reasoning and demonstrating the ability to support mathematical conclusions has the highest percentage for students at all grades of % at or near standard with 54.3%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1431.3	*	*	1447.9	*	*	1392.3	*	7	15	*
1	*	*	1477.0	*	*	1460.8	*	*	1492.6	9	5	12
2	*	*	*	*	*	*	*	*	*	7	9	6
3	*	*	*	*	*	*	*	*	*	7	5	7
4	*	*	*	*	*	*	*	*	*	9	4	4
5	*	*	*	*	*	*	*	*	*	8	6	*
All Grades										47	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.33	*	*	46.67	*	*	26.67	*	*	13.33	*	*	15	*
1	*	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.79	27.27	14.29	46.81	45.45	57.14	8.51	18.18	22.86	14.89	9.09	5.71	47	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	40.00	*	*	20.00	*	*	33.33	*	*	6.67	*	*	15	*
1	*	*	25.00	*	*	33.33	*	*	33.33	*	*	8.33	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.32	40.91	40.00	21.28	36.36	37.14	12.77	18.18	14.29	10.64	4.55	8.57	47	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	*	*	33.33	*	*	53.33	*	*	13.33	*	*	15	*
1	*	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.77	13.64	14.29	44.68	40.91	37.14	25.53	34.09	37.14	17.02	11.36	11.43	47	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	46.67	*	*	40.00	*	*	13.33	*	*	15	*
1	*	*	50.00	*	*	41.67	*	*	8.33	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.48	47.73	40.00	45.65	47.73	54.29	10.87	4.55	5.71	46	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	20.00	*	*	73.33	*	*	6.67	*	*	15	*
1	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.32	40.91	42.86	31.91	52.27	48.57	12.77	6.82	8.57	47	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	*	*	86.67	*	*	13.33	*	*	15	*
1	*	*	16.67	*	*	58.33	*	*	25.00	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.89	13.64	11.43	61.70	72.73	68.57	23.40	13.64	20.00	47	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	*	*	46.67	*	*	20.00	*	*	15	*
1	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	38.64	37.14	54.35	52.27	54.29	19.57	9.09	8.57	46	44	35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 22-23, the largest group tested was in first grade.
2. A total of 44 students were tested during the 21-22 school year and 35 students were tested in the 22-23 school year.
3. The majority of the students are enrolled in Kindergarten and first grade.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	20.2	8.3	0.5
Total Number of Students enrolled in Forest Grove Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	8.3
Foster Youth	2	0.5
Homeless	3	0.8
Socioeconomically Disadvantaged	78	20.2
Students with Disabilities	54	14

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
American Indian	2	0.5
Asian	31	8
Filipino	7	1.8
Hispanic	100	25.8
Two or More Races	28	7.2
Pacific Islander	4	1
White	197	50.9

Conclusions based on this data:

1. Forest Grove reports 8.3% population as English Learners.
2. Forest Grove has 20.2% of the student population identified as Socioeconomically Disadvantaged.
3. The two highest percentage of student population by Race/Ethnicity is White with 50.9% and Hispanic with 25.8%.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Mathematics



Green

Conclusions based on this data:

1. Chronic absenteeism is rated as high.
2. English Language Arts is a high performance area..
3. The area of mathematics is in the high performance range.

School and Student Performance Data

Academic Performance English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 16.5 points above standard Decreased -3.6 points 183 Students	26.7 points below standard Decreased -10.1 points 26 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Orange 35.2 points below standard Decreased -4 points 37 Students	 Red 73.8 points below standard Decreased Significantly -29.2 points 41 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	61.7 points above standard	Less than 11 Students
3 Students	1 Student	Increased +5.5 points	5 Students
		22 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Orange	Less than 11 Students	Less than 11 Students	 Green
19.7 points below standard	10 Students	2 Students	19.7 points above standard
Decreased -4.7 points			Decreased -14 points
49 Students			92 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.8 points below standard	0.1 points below standard	20.4 points above standard
Maintained +0.2 points	Decreased Significantly -28.6 points	Maintained -1.5 points
12 Students	14 Students	148 Students

Conclusions based on this data:

1. All students rated high scoring 16.5 points above standard. White students rated high scoring 19.7 points above standard. Asian students rated high scoring 61.7 points above standard. Hispanic students rated 19.7 points below standard.
2. The three areas ranked low are Students with Disabilities score (41) 73.8 points below standard; Socioeconomically Disadvantaged score (37) 35.2 points below standard; and Hispanic (49) score 19.7 points below standard.
3. English Learners (26) scored 27.7 points below standard and Reclassified English Learners (14) scored 0.1 points below standard and English Only (148) students scored 20.4 points above standard.

School and Student Performance Data

Academic Performance Mathematics

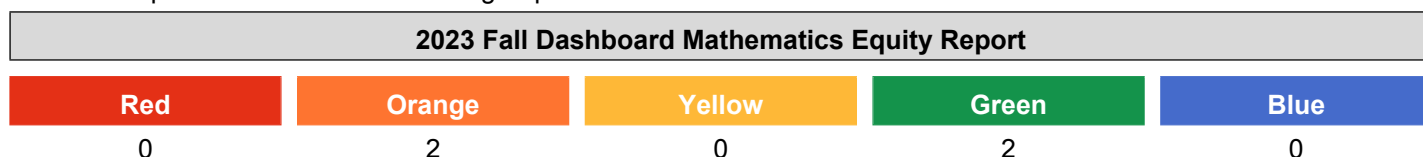
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 1.9 points above standard Increased +4.5 points 183 Students	English Learners 9.2 points below standard Increased Significantly +23.4 points 26 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 44.4 points below standard Maintained +2.1 points 37 Students	Students with Disabilities  Orange 82.9 points below standard Decreased Significantly -27.3 points 41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	48.5 points above standard	Less than 11 Students
3 Students	1 Student	Maintained +1.1 points	5 Students
		22 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Green	Less than 11 Students	Less than 11 Students	 Green
16.2 points below standard	10 Students	2 Students	0 points below standard
Increased Significantly +25.4 points			Decreased -4.7 points
49 Students			92 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
16.3 points below standard	3.1 points below standard	1.1 points below standard
Increased Significantly +28.5 points	Increased Significantly +16.2 points	Maintained -0.4 points
12 Students	14 Students	148 Students

Conclusions based on this data:

1. The equity report indicates 3 areas as high and 2 areas low. The high areas are White scoring at standard with a total of 92 students, Hispanic students scoring 16.2 points below standard with a total of 49 students, and all students scoring at 1.9 points above standard with a total of 183 students.
2. The low areas are: Students with Disabilities (41) scoring 82.9 points below standard; Socioeconomically Disadvantaged (37) scoring 44.4 points below standard.
3. The English Learner Dashboard shows English Learners (26) are scoring 9.2 points below standard and Reclassified English Learners (14) are scoring 3.1 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
46.2 points above standard making progress towards English language proficiency
Number of EL Students: 26 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	11	0	12

Conclusions based on this data:

1. English Learners (26) are making progress toward English Language Proficiency.
2. Slightly over 42% of the students maintained their proficiency level in the fall 2023.
3. Over 46% of the students progressed at least one proficiency level in the fall 2023.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This section is not applicable to any elementary school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Orange

22.6% Chronically Absent

Declined -1.8

399 Students

English Learners



Yellow

18.2% Chronically Absent

Declined -6.3

44 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

Less than 11 Students

3 Students

Socioeconomically Disadvantaged



Orange

36% Chronically Absent

Declined -3.1

86 Students

Students with Disabilities







Orange

26.8% Chronically Absent

Declined -4

71 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	 Green 6.1% Chronically Absent Declined -2 33 Students	Less than 11 Students
6 Students	2 Students		9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.5% Chronically Absent Declined -2.3 105 Students	 Red 25.6% Chronically Absent Increased 7.5 39 Students	Less than 11 Students	 Yellow 18.4% Chronically Absent Declined Significantly -3.1 201 Students
		4 Students	

Conclusions based on this data:

1. Because performance on state measures is based on the 2022-23 school, the results for the 2023 Dashboard are shown in one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). The data is based on students enrolled in kindergarten through grade 5 who are absent 10 percent or more of the instructional days they were enrolled.
2. Five areas ranked as high Chronically Absent: Socioeconomically Disadvantaged 36%; Hispanic 30.5%; Students with Disabilities 26.8%; English Learners 18.2%; 2 or more races: 25.6%; All Students: 22.6%
3. One area ranked high: Asian 6.1%

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. This section is not applicable to any elementary school.

School and Student Performance Data

Conditions & Climate Suspension Rate

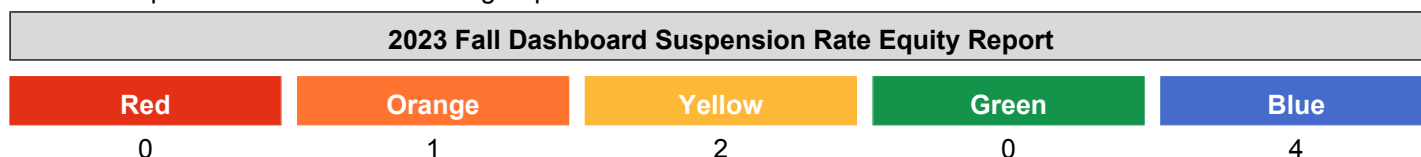
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.7% suspended at least one day Maintained 0.1 406 Students	English Learners  Blue 0% suspended at least one day Maintained 0 47 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 1.1% suspended at least one day Increased 1.1 88 Students	Students with Disabilities  Yellow 1.4% suspended at least one day Maintained -0.1 72 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 7 Students	American Indian Less than 11 Students 2 Students	Asian  Blue 0% suspended at least one day Maintained 0 35 Students	Filipino Less than 11 Students 9 Students
Hispanic  Yellow 0.9% suspended at least one day Increased 0.9 107 Students	Two or More Races  Blue 0% suspended at least one day Maintained 0 40 Students	Pacific Islander Less than 11 Students 4 Students	White  Blue 0.5% suspended at least one day Declined -0.4 202 Students

Conclusions based on this data:

1. Forest Grove has very few students who are suspended.
2. If one student is suspended in a small group such as a group of students with disabilities, the ranking places the school in a medium level.
3. Groups with Less than 11 Students will not generate a level to maintain student privacy.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Success of All Students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and spoken language feel welcome and a sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Forest Grove will create and maintain a strong, tier one system for student achievement in which all stakeholders work together to facilitate success of all students. Increase awareness of college and career opportunities for student's futures and support all students in their academic programs (including ELL learners, Tier II and Tier III behavior supports, students with special needs and socioeconomically disadvantaged students in need of additional support).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data : All Students	Met/Exceeded 59.14%	Maintain or Increase Met/Exceeded
CAASPP Math Data : All Students	Met/Exceeded 54.3%	Maintain or Increase Met/Exceeded
PLC Knowledge	Limited Knowledge (new action)	Increase Knowledge of all staff towards PLC structures
College Awareness & College Pennants Provided at Promotion	0 college research and college pennants provided at promotion	All 5th grade students to research a college of their choice and receive a pennant at promotion from the college of their choice

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will take part in professional development during staff meetings to bolster PLC practices (Global PD resource)	All teachers	500

			Site Funds
1.2	Professional development conference for teachers focusing on PLC including essential standards planning days and professional development focused on Solution Tree's model of PLC	Teachers/Admin	10,000 Site Funds
1.3	Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.	Students who require intervention services based on local assessments	Title Funds
1.4	Students will research and be given a college pennant of their choice at promotion for their prospective college	All 5th Grade Students	1,000 Site Funds
1.5	Timesheet pay for classified staff to join staff meetings to assist in bolstering schoolwide culture and learning	Classified Staff	500 Site Funds
1.6	All teachers will incorporate small group instruction in their classes to increase the quality of differentiation in instruction	All students	0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase proficiency for all students & provide additional support to unduplicated students to reach high levels of proficiency for all

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and spoken language feel welcome and a sense of connection.

Unduplicated students (low socio-economic, foster youth, youth experiencing homelessness and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP data, stakeholder feedback and staff meetings share the need to develop a system in which we support all students in their academic programs (including ELL learners, Tier II and Tier III behavior supports, students with special needs and socioeconomically disadvantaged students in need of additional support)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/Math All Students	ELA 16.5 points above standard Math 1.9 points above standard	Maintain or Increase Met/Exceeded
CAASPP ELA/Math: Low Socioeconomic Status	ELA 35.2 points Below Standard Math 44.4 points Below Standard	Maintain or Increase Met/Exceeded
CAASPP ELA/Math: ELL Students	ELA 26.7 points Below Standard Math 9.6 points Below Standard	Maintain or Increase Met/Exceeded
		Maintain or Increase Met/Exceeded

PLC knowledge	Limited previous knowledge (new action)	Increase from baseline
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The Measure of Academic Progress (MAP) test will be administered to monitor student progress and identify areas where students demonstrate a need for intervention.	All Students	District License
2.2	Tier 2 intervention services will be delivered during the school day (small group in class instruction); purchase of supplemental instructional materials for classrooms to further classroom instruction and address differentiation needs including classroom library books, supplies, awards for academic achievement	English Learners, Hispanic students, socioeconomically disadvantaged youth	5,000 Site Funds
2.3	Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.	English Learners, Hispanic students, socioeconomically disadvantaged youth	Title District Funds
2.5	Read 180/System 44 intervention for students who qualify will be moved to before school to increase access to general education curriculum	4/5 grade resource students and general education students who require reading intervention.	District Title I/III Funds
2.6	Teachers will experience PLC training via staff meetings in order to support best practices for PLCs as well as RTI and developing a strong, sustaining tier I, II, and III system for student success	Teachers	
2.7	Title I reading intervention for students who qualify	Socioeconomically Disadvantaged Students	Title I funds (District)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Cultural Proficiency for all Stakeholders at FGE

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL children. All PGUSD families will feel welcome and fully invested in their children's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, learning ability, or spoken language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

FGE will establish a culture in which all stakeholders work together to create a culturally proficient campus in which equitable/inclusive practices for all are present.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder Feedback	LCAP Surveys-est baseline in 23-24 SY	Increase from baseline
Staff Meeting/Challenges	2 staff meetings were devoted to cultural proficiency work in 23-24	Increase from baseline
Parent participation/attendance	Establish baseline in 24-25 SY	Maintain or increase
Cultural Bias Response/Restorative Justice Work	New Action	2 or more sessions on restorative justice/cutlural bias response with staff during staff meetings

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Communication: Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion	All Students/Stakeholders	Site Funds
3.2	Provided parent engagement/training opportunities to gather information/feedback, respond and	All stakeholders	

	provide training on cultural proficiency best practices/strategies/education		Site Funds
3.3	Auditing existing materials and supplies. Use audit to assist with adding materials and supplies to our school wide and classroom libraries to best support creating cultural relevancy in daily curriculum	Librarian and Classroom Teachers	3000 Grant from Chapman Foundation and Site Funds
3.4	Creating lessons as a staff to utilize to best support creating/facilitating culturally relevant conversations/exposure in students	All teachers/students	
3.5	Staff will experience training in both responding to incidents of cultural bias as well as restorative practices in order to support school-wide cultural proficiency in all stakeholders	All Staff	District Wide Initiative/Funds
3.6	Forest Grove Staff will engage in ongoing cultural proficiency to bring greater equity to our instructional practice	All Staff	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety: Providing an intellectually, physically, and emotionally safe environment for all students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Staff will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging - an environment where every student feels connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our stakeholders identified the need for additional social emotional learning and safety practices as a need in our Principal Check Ins for families, California Healthy Kids Survey, behavior reports, and in staff meetings throughout the year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - parents	71% antibullying climate at school	Increase percentage of those who feel we have an anti-bullying climate
CHKS - students	44% reported experiencing meaningful participation at school.	Increase in students report having meaningful participation at school.
Suspension Data	Baseline for 23-24 SY	Maintain or decreased suspension rate
Implementation of PBIS	New action for 24-25	Establish school-wide rules, student store money and student store
Restorative Justice Practices	New action for 24-25	Meet 2 or more times with staff to begin work on developing restorative justice practices
Weekly Counselor Caring Circles	School Counselor goes to classrooms weekly to conduct caring circles	maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Coherent system of support: A system that identifies and responds to at-risk student' socio-emotional, behavior and health needs. Teachers will participate in professional development to create PBIS practices at Forest Grove (create and finalize site wide behavior expectations, create Tier I best practices for PBIS (dollars, student store, awards, etc.))	All student	4,000 Site Funds
4.2	Counselors will meet weekly with classes to conduct Caring Circles	All Students	1,000 Site Funds
4.3	Teachers will participate in professional development designed specifically to help them address the ongoing social emotional needs of students. Teachers will focus in on restorative justice practices in district wide professional development as well as FGE staff meetings.	All students	 District Wide Funds
4.4	Continue to utilize a mental health professional (.50) to assist with the implementation of SEL training and provide counseling services to students who qualify.	All Students	 District Funds
4.5	Create a consistent referral tracking system to establish and determine long term behavior needs/trends	All Staff	 Site Funds

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

By the spring 2025, Perceived School Safety in the CA Healthy Kids Survey will show an increase of 5%age points for all groups, students, and parents, and at least 60% of the staff will respond they strongly agree that elementary school is a safe place for students; students will increase at least 5%age points in School Connectedness and will at least maintain the percentage of positive rule clarity by spring 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Staff will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging - an environment where every student feels connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All stakeholders emphasize safety as a priority in meetings and on surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	73% of students responded they feel safe at school	Increase percentage of students will respond they feel safe at school
CA Healthy Kids Survey	36% of parents responded that the elementary school is a safe place for their child	Increase percentage of parents responded that the elementary school is a safe place for their child
CA Healthy Kids Survey	53% of staff responded strongly agree that elementary school is a safe place for students	Increase percentage of staff will respond they strongly agree that elementary school is a safe place for students.
CA Healthy Kids Survey	70% of students reported School Connectedness at Forest Grove most or all of the time	Increase percentage of students will report School Connectedness at Forest Grove most or all of the time
CA Healthy Kids Survey	72% of students reported Rule Clarity at Forest Grove most or all of the time	Increase percentage of students will report Rule Clarity at Forest Grove most or all of the time

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	1) Forest Grove will send frequent communication to parents regarding safety drills, debrief post-drills, and areas of focus. Information may include as prudent: drill dates, nature of the drills and whether drills were announced or announced. 2) Publicize the See Something, Say Something & Sandy Hook Promise campaigns using posters, newsletter communication, handbook information, verbal communication, and at meetings. 3) Begin the implementation of PBIS which would allow for the expansion of school-wide expectations SOAR (Safe On-task, Accountable, Respectful) and PBIS incentives to increase student's understanding of the expectations throughout campus.	All Students	1,000 Site Funds
5.2	Conduct a comprehensive evaluation of the safety plan with M.C. Kimball and Associates and all stakeholder input to increase everyone's safety to be funded by district.	Increase staff safety Big Five protocol training.	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$26,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$26,000.00

Subtotal of state or local funds included for this school: \$26,000.00

Total of federal, state, and/or local funds for this school: \$26,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	26,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		26,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	5,000.00
Goal 3	3,000.00
Goal 4	5,000.00
Goal 5	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Abbie Arbrun	Principal
Sarah Gordon	Classroom Teacher
Katie Kreeger	Classroom Teacher
Vacancy to be filled	Parent or Community Member
Vacancy to be filled	Other School Staff
Kristen Sweeney	Classroom Teacher
Edwin Marticorena	Parent or Community Member
Robin Pelc	Parent or Community Member
Michael Loomis	Parent or Community Member
Jennifer Hattori	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 30, 2024.

Attested:



Principal, Abbie Arbrun on 4/30/2024



SSC Chairperson, Edwin Marticorena on 4/30/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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

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

SUBJECT: Robert H. Down Elementary 2023-24 Single Plan for Student Achievement (SPSA)

DATE: May 20, 2024

PERSON(S) RESPONSIBLE: Matthew Bell, Interim Principal, Robert H. Down Elementary

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2024-25 Robert H. Down Single Plan for Student Achievement.

BACKGROUND:

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

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

INFORMATION:

Updates to the 2023-24 RHD Single Plan for Student Achievement:

- Pages 5-6: Annual analysis of instructional program, stakeholder involvement, and resource inequities.
- Page 7-32: Review of data extracted from CALPADS previously reviewed during PGUSD Board Reports: Student Population and Demographics, English Language Learner data/ELPAC scores, CAASPP/SBAC scores.
- Pages 33-42: SPSA Goals: 1) PGUSD LCAP Goal #1, Student Connectedness, 2) PGUSD LCAP Goal #2, Student Safety, 3) PGUSD LCAP Student Academic Preparedness and English Language and Math intervention and assessments progress monitoring, and 4) PGUSD LCAP Goal #4, Cultural Proficiencies.

FISCAL IMPACT:

- Page 56 Details Site fund that will be provided to goals in 2024-2025 SPSA: \$10,267.00. Each activity provides amounts and purpose for spending from pages 34-39.

School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert Down Elementary School	27661346026496	May 20, 2024	May 23, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Robert Down Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Robert Down Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Mission: Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will

In order to uphold our Mission, Robert H. Down Elementary will identify students academically under-performing in ELA and Math by progress monitoring their academic growth through various assessments and then providing appropriate intervention services. Additionally, we will seek to better understand and educate our school community in cultural proficiencies to eliminate barriers students of various cultures may experience at our school. Finally, we will strive to create a safe environment for all students in which they can learn to their full potential and grow emotionally and socially.

Educational Partner Involvement

How, when, and with whom did Robert Down Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Robert H. Down Site Council reviewed the 2023-2024 SPSA on May 8, 2023. Regular monthly meetings occurred on 08/21/2023, 09/18/2023, 10/22/2023, 11/20/2023, 12/11/2023, 01/22/2023, 02/20/2024, 03/08/2024, 04/22/2024, 05/13/2024. All Site Council agendas are sent via SMORE to all RHD families before each meeting.

Other parental input was sought during Cocoa with Keller nights held on a monthly basis for the first semester. PTA Meetings were held on 09/19/2023, 10/17/2023, 11/21/2023, 12/19/23, 01/16/2024, 02/20/2024, 03/19/2024, 04/16/2024, 05/21/2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

None

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert Down Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.4%	1.16%	0.74%	6	5	3
African American	2.7%	2.55%	1.47%	12	11	6
Asian	7.9%	7.19%	5.88%	35	31	24
Filipino	0.9%	0.93%	0.74%	4	4	3
Hispanic/Latino	18.8%	16.94%	16.42%	83	73	67
Pacific Islander	0.7%	0.70%	0.74%	3	3	3
White	62.4%	64.04%	65.69%	276	276	268
Multiple/No Response	4.5%	5.80%	6.37%	20	25	26
Total Enrollment				442	431	408

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	71	61
Grade 1	72	61	69
Grade 2	88	70	60
Grade3	75	82	70
Grade 4	79	71	79
Grade 5	67	76	75
Total Enrollment	442	431	414

Conclusions based on this data:

1. The overall population of RHD is declining from 470 in 2019-2020 to 408 in 2023-2024.
2. Robert Down's population along with the entire Pacific Grove Unified School District continues to shrink. Housing costs are a large factor making it difficult for young families to live here.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	19	20	17	4.30%	4.6%	4.2%
Fluent English Proficient (FEP)	27	28	24	6.10%	6.5%	5.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The EL population has remained steady throughout the past several years as has the FEP population.
2. According to the DIBELS data, 75% of our linguistically diverse students are reading at or above grade level. This is remarkable data and an anomaly. Historically, language learners take 5-7 years to become proficient in English and reading at grade level follows a similar timeline.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	77	71	0	74	69	0	74	69	0.0	96.1	97.2
Grade 4	82	74	77	0	74	76	0	74	76	0.0	100.0	98.7
Grade 5	62	75	71	0	73	67	0	73	67	0.0	97.3	94.4
All Grades	215	226	219	0	221	212	0	221	212	0.0	97.8	96.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2492.	2488.		55.41	49.28		25.68	28.99		10.81	14.49		8.11	7.25
Grade 4		2543.	2531.		59.46	50.00		22.97	26.32		14.86	11.84		2.70	11.84
Grade 5		2582.	2555.		50.68	37.31		36.99	38.81		5.48	16.42		6.85	7.46
All Grades	N/A	N/A	N/A		55.20	45.75		28.51	31.13		10.41	14.15		5.88	8.96

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.54	36.23		52.70	57.97		6.76	5.80
Grade 4		36.49	36.84		59.46	55.26		4.05	7.89
Grade 5		45.21	26.87		50.68	65.67		4.11	7.46
All Grades		40.72	33.49		54.30	59.43		4.98	7.08

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.49	40.58		56.76	49.28		6.76	10.14
Grade 4		40.54	32.89		56.76	56.58		2.70	10.53
Grade 5		42.47	34.33		45.21	56.72		12.33	8.96
All Grades		39.82	35.85		52.94	54.25		7.24	9.91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.97	23.19		71.62	68.12		5.41	8.70
Grade 4		25.68	26.32		66.22	65.79		8.11	7.89
Grade 5		32.88	17.91		63.01	71.64		4.11	10.45
All Grades		27.15	22.64		66.97	68.40		5.88	8.96

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.38	24.64		63.51	71.01		8.11	4.35
Grade 4		22.97	22.37		74.32	71.05		2.70	6.58
Grade 5		35.62	22.39		58.90	76.12		5.48	1.49
All Grades		28.96	23.11		65.61	72.64		5.43	4.25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There was a significant drop in overall achievement for the 2022-23 school year - particularly for the 5 grade cohort.
2. With the low number of students scoring Below Standard, intervention services are being focused to those who have scored below standard and then to all of those in need.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	77	71	0	74	70	0	74	70	0.0	96.1	98.6
Grade 4	82	74	77	0	74	76	0	74	76	0.0	100.0	98.7
Grade 5	62	75	71	0	73	67	0	73	67	0.0	97.3	94.4
All Grades	215	226	219	0	221	213	0	221	213	0.0	97.8	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2497.	2490.		45.95	40.00		35.14	45.71		16.22	11.43		2.70	2.86
Grade 4		2519.	2528.		31.08	36.84		40.54	35.53		24.32	25.00		4.05	2.63
Grade 5		2555.	2542.		39.73	29.85		31.51	25.37		17.81	28.36		10.96	16.42
All Grades	N/A	N/A	N/A		38.91	35.68		35.75	35.68		19.46	21.60		5.88	7.04

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		63.51	57.14		33.78	40.00		2.70	2.86
Grade 4		37.84	43.42		51.35	46.05		10.81	10.53
Grade 5		26.03	23.88		64.38	61.19		9.59	14.93
All Grades		42.53	41.78		49.77	48.83		7.69	9.39

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.30	40.00		45.95	54.29		6.76	5.71
Grade 4		28.38	42.11		64.86	56.58		6.76	1.32
Grade 5		41.10	38.81		46.58	49.25		12.33	11.94
All Grades		38.91	40.38		52.49	53.52		8.60	6.10

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.54	34.29		55.41	61.43		4.05	4.29
Grade 4		36.49	42.11		56.76	53.95		6.76	3.95
Grade 5		27.40	22.39		63.01	67.16		9.59	10.45
All Grades		34.84	33.33		58.37	60.56		6.79	6.10

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There was a rise in overall Standards Nearly Met and Standards Not Met - particularly at the 5th grade level.
2. With adoption of SWUN Math and new intervention teachers at Forest Grove and Robert Down, it will need to be determined if SWUN Math provides the curriculum/materials necessary to build up skills and concept knowledge for students scoring in the Below Standards range within classrooms and the Intervention programs at each school.
3. Intervention services are being offered first to students scoring Standards Not Met and then to all of those in need.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	7	6
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	5	4
3		*	*		*	*		*	*		*	4
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										10	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	45.00	50.00	*	55.00	38.89	*	0.00	5.56	*	0.00	5.56	*	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	60.00	55.56	*	35.00	33.33	*	5.00	5.56	*	0.00	5.56	*	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	35.00	27.78	*	55.00	33.33	*	10.00	33.33	*	0.00	5.56	*	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	75.00	55.56	*	25.00	38.89	*	0.00	5.56	*	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	45.00	61.11	*	55.00	33.33	*	0.00	5.56	*	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	40.00	38.89	*	60.00	55.56	*	0.00	5.56	*	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	55.00	38.89	*	45.00	55.56	*	0.00	5.56	*	20	18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. According to the ELPAC results, the biggest area of growth for our intermediate grade students is the writing domain. This domain required students to comprehend grade-level nonfiction text, synthesize the information and then write either information about the topic or provide his/her opinion

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
408	14.7	4.2	Students whose well being is the responsibility of a court.

Total Number of Students enrolled in Robert Down Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	60	14.7
Students with Disabilities	47	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5
American Indian	3	0.7
Asian	24	5.9
Filipino	3	0.7
Hispanic	67	16.4
Two or More Races	26	6.4
Pacific Islander	3	0.7
White	268	65.7

Conclusions based on this data:

1. Robert Down's largest population continues to be white at 65.7% with Hispanic the next largest group tallying at 16.4%.
2. Efforts to ensure equity and access to curriculum for all targeted populations continue at Robert Down Elementary and across Pacific Grove USD including SED, EL, SPED, and non-majority populations.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Blue

Mathematics



Green

Conclusions based on this data:

1. Families use Justifiable Absence Requests (which is not recognized by the State) to take students out for trips, which puts Robert Down into Green.
2. Suspensions continue to be low due to implementation of Toolbox and continuous professional development of trauma-informed practices.

3. ELA and math curriculum along with Intervention are preparing students for CAASPP assessments.

School and Student Performance Data

Academic Performance English Language Arts

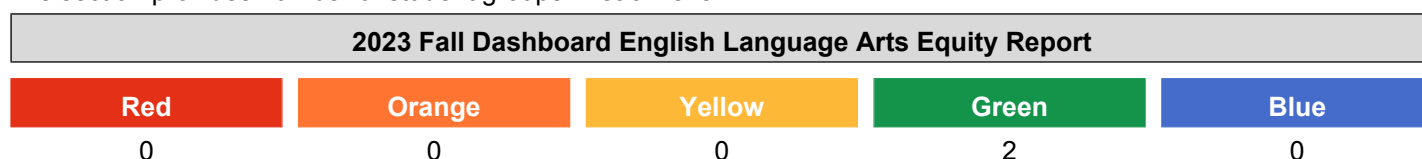
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 54.3 points above standard Decreased Significantly -15.5 points 208 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 14.9 points above standard Maintained +0.5 points 27 Students	Students with Disabilities 20.4 points below standard Decreased Significantly -26.3 points 28 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	54.3 points above standard Decreased Significantly - 42.1 points 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 48.5 points above standard Decreased -13.8 points 39 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	 Green 61.2 points above standard Decreased Significantly - 15.6 points 138 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 7 Students	54.7 points above standard Decreased -12.5 points 189 Students

Conclusions based on this data:

1. District identified, targeted subgroups, are performing well on CAASPP ELA assessments.

School and Student Performance Data

Academic Performance Mathematics

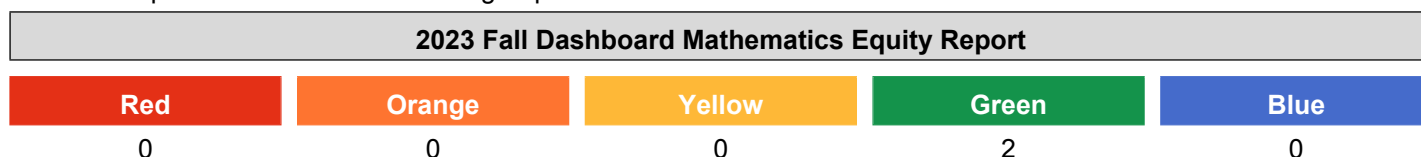
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 35.9 points above standard Decreased -4.2 points 207 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 14.7 points above standard Increased Significantly +42.1 points 27 Students	Students with Disabilities 6.8 points below standard Maintained -0.2 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	58.2 points above standard Decreased -7.3 points 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 20.1 points above standard Decreased -8.4 points 38 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	 Green 42.6 points above standard Decreased -6.8 points 138 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 7 Students	33.8 points above standard Decreased -4.3 points 188 Students

Conclusions based on this data:

1. Robert Down Students continue to perform well on CAASPP math assessments.
2. EL and Hispanic students, while scoring well, lag behind the overall scores. They will continue to be supported with math Intervention within classrooms and pull-out services.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 7 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. Due to the small number of students in this area, there is no data.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This is not applicable to Robert Down Elementary.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Orange

16.6% Chronically Absent

Increased 0.5

428 Students

English Learners

16% Chronically Absent

Declined -12

25 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Red

27.8% Chronically Absent

Increased 2.4

72 Students

Students with Disabilities





Red

25.5% Chronically Absent

Increased 4.7

55 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>15.4% Chronically Absent</p> <p>Increased 2.1</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined -6.1</p> <p>68 Students</p>	<p>18.4% Chronically Absent</p> <p>Declined -2.3</p> <p>38 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	 <p>Orange</p> <p>16.8% Chronically Absent</p> <p>Increased 1.9</p> <p>280 Students</p>

Conclusions based on this data:

1. Most concerned subgroups in assessments are missing 18 or more days of school: SED, and SPED.
2. Robert Down follows the Monterey County Truancy Abatement Program protocol. Calls are made when students show signs of chronic absenteeism, then an in-person meeting, then referral to the County DA.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. This does not apply to Robert Down Elementary.

School and Student Performance Data

Conditions & Climate Suspension Rate

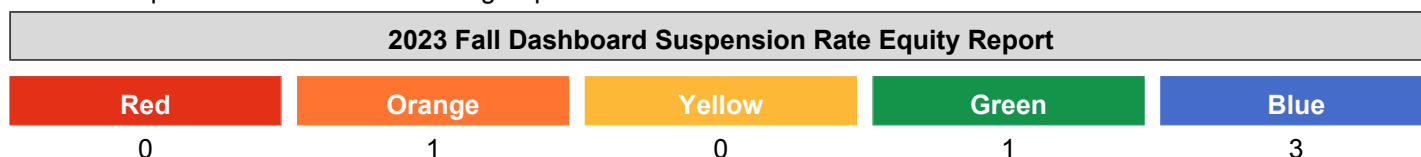
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Maintained 0 436 Students	English Learners 0% suspended at least one day Maintained 0 26 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined -1.5 72 Students	Students with Disabilities  Orange 1.7% suspended at least one day Increased 1.7 59 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 3 Students	0% suspended at least one day Maintained 0 28 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Declined -1.3 69 Students	 Blue 0% suspended at least one day Maintained 0 40 Students	Less than 11 Students 3 Students	 Green 0.4% suspended at least one day Increased 0.4 283 Students

Conclusions based on this data:

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with low suspension rate.
3. Suspension is used only when a student presents a clear and present danger to themselves or others.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students at Robert H. Down Elementary School will feel connected to the school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1. PGUSD will strive to create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and spoken language feel welcome and a sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2021-2022 CA Healthy Kids Survey Results continued to indicate need for increased connectedness to school along with the counseling goal to provide career exploration activities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-2025 CA Healthy Kids Survey (CAHKS)	2023-2024 CA Healthy Kids Survey indicated a 4% drop in connectedness to 74%.	2024-2025 CA Healthy Kids Survey Results and Site Council Survey Results will result in a 5% rise in connectedness.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Blue Jackets, and Garden Rangers.	Blue Jacket playground helpers, Garden Ranger, Cafeteria Helpers, and Kindness Week helpers programs included 148 participants from the 4th and 5th grades.	5% increase in participation for RHD service learning opportunities.
Participation rates and numbers of clubs running	Run Club hosted 50 students. Blue Jackets had 30 students. Drama Club had 30 students. Choir had 40 students. 25 4th and 5th grade students participated in the STEM Club. Yoga Club had 15 1st-5th grade students participate from January 2023 to April 2023.	Participation rates in lunchtime and after-school activities/clubs: yoga, Choir, STEM Club, Robotics, GATE, Blue Jackets, Drama Club, The Otter Times, etc. will show increased participation as well as new formation of clubs.
Establishment of cultural inclusion events and activities that mirrors the cultures of RHD students and families.	There were no cultural themed months or activities	The establishment of some school-wide cultural recognition events and activities that will help students of that

		culture feel more connected to the school.
Students and families will feel no economic barriers to participating in any school program.	Most school programs and activities have no cost associated with them, but some parents still feel that they can't afford programs associated with school.	Parents will not feel economic pressure to have their student participate in school programs.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will be polled at the beginning of the year as to clubs and activities can be offered and given adjunct duty to run them with the goal of offering them to all grade levels.	all students	
1.2	4th/5th Grade Service Learners Training for noontime Blue Jackets, Cafeteria Helpers, Service Leaders monitoring activities, and Otter Monthly Video Newsletter reports.	All Students	5267 Site Formula Funds 2000-2999: Classified Personnel Salaries Garden Coordinator Stipend (\$4,749 + benefits) 500 Site Formula Funds 4000-4999: Books And Supplies Garden Program Funds None Specified None Specified
1.3	Have monthly assemblies that give focus to different cultures and cultural proficiencies combined with Toolbox themes and celebration of students "caught being good."	all students	
1.4	Letters will be sent to parents that explain the school's interest and ability to cover all expenses relating to school supplies. Efforts will be made to design a system-wide program that reduces and/or eliminates the need for parents to ask for assistance.	All students with an emphasis on low socioeconomic students	2000 Site Formula Funds 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students' feelings of belonging us heightened by "shrinking" the school into smaller communities. This can be accomplished by creating clubs and smaller groups of students working for the same goal. Additionally, cultural groups and recognition also allow for this "shrinking" of the school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide an environment that is intellectually, physically, and emotionally safe for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2. All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The score of Perceived School Safety in the California Healthy Kids Survey, has dropped to a low of 73% reporting that they felt safe or fairly safe at school. This is below the State average.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 CHKS score on Perceived School Safety	73% reported positively in this area	A 5% increase to 78% or higher reporting positively in this area
2024-25 CHKS score on Anti-bullying Climate	71% reported that they hadn't been bullied.	A 5% increase to 76% or higher reporting positively in this area.
Collection of Toolbox Skills through Caught Being Good Cards. 12 students will be selected for Lunch with the Principal each month.	12 Caught Being Good Cards were selected for each month from September through May for Lunch with the Principal that occurred in the garden.	Caught being Good Cards will be selected during monthly Toolbox Assemblies with continued Lunch with the Principal in the garden.
2024-25 CHKS parent score on "School is a safe place for my child"	55% of parents marked strongly agree on "School is a safe place for my child"	10% increase to 65% reporting that they strongly agree with "School is a safe place for my child"

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using	All students	

	Toolbox/SEL strategies, identifying/recognizing grade level classes at Toolbox Assemblies.		
2.2	Anti-Bullying Lessons provided to intermediate grades and DARE to 5th grades. Add anti-bullying themes to monthly Toolbox assemblies.	All Students	500 Site Formula Funds 4000-4999: Books And Supplies Lunch Activity Materials
2.3	12 Caught Being Good Cards drawn at Toolbox Assembly for "lunch with the principal" in the garden each month.	All students	
2.5	Parent Professional Development Workshops in Fall and Spring led by Counselor, Mental Health Therapist , and students to provide awareness for SEL, stress and anxiety, executive functioning, transitions and Restorative Practices.	Parents	None Specified None Specified
2.6	Design a school-wide program to empower students to address others directly as a first response to minor conflicts.	All students	None Specified None Specified
2.8	Address safety practices and drills as well as debriefs by observation teams such as M.C. Kimball in Principal's Newsletter on a regular basis to bring a sense of being informed to all parents. Also, add a parent to the site safety team.	Parents	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Activities 1 and 2 had been partially implemented in the 23-24 school year. They will more deeply be imbedded into the classroom curriculum for the 24-25 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI) for 4th and 5th graders enrolled in Read 180, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids, Benchmark., and SWUN Math), as well as state CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2023-2024 and 2024-2025 ELA and math CAASPP assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3: Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP scores for 2022-23 show that 76.88% of all students meet or exceed standards in E/LA while 71.36% meet or exceed standards in math. Socio/economic disadvantaged students drop to 64.28% and 64.29% in E/LA and math respectively. Hispanic students scored 72.97% and 66.66% for E/LA and math respectively. Marginalized populations need to continue to be monitored and provided Intervention services as needed since they are not performing at the same success rate as their peers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 CAASPP scores for all students	2023-2024 CAASPP results: 76.88% of 3rd, 4th, and 5th grade students met or exceeded ELA standards . 23.12% nearly met or did not meet standards.	E/LA: A reduction of at least 3% of students in the lowest 2 quartiles (nearly met or did not meet standards) to no more than 20% of all students.
2024-25 CAASPP scores for all students	71.36% of 3rd,4th, and 5th grade students met or exceeded Math standards. 28.64% nearly met or did not meet standards for all students	Math: A reduction of at least 3% of students in the lowest 2 quartiles (nearly met or did not meet standards) to no more than 25% of all students.
California Dashboard Chronic Absenteeism Rate	16.6% (71 students) of all students are chronically absent	At least a 5% reduction in both social/economically disadvantaged

	27.8% (20 students) of socio/economically disadvantaged students are chronically absent 25.5% (14 students) of students with disabilities are chronically absent.	students and students with disabilities. This will also result in a 5% (approximate) reduction for all students.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Training in Professional Learning Communities (PLC) work and the implementation of Tier 1 strategies (in the classroom) for all teachers and instructional assistants. This Process will be in parallel with Forest Grove work in this area.	All Students but with a focus on students in the lowest two quartiles in both E/LA and Math	2000 Site Formula Funds 0000: Unrestricted Costs to send 1 or 2 teachers to a conference in PLC and/or Tier 1 training.
3.2	Measure of Academic Progress (MAP) test will be given to all students to identify growth and to identify those students scoring in the lowest quintiles.	All Students with an emphasis on the lowest performing students.	
3.3	Students scoring the lowest on the Measure of Academic Progress (MAP) test will be given priority in intervention services in the area(s) of need.	General Education students scoring at the lowest academic performance on the MAP and CAASPP assessments.	
3.4	PLC training, Tier 1 training, and RTI training will be given during staff meetings in order to support best practices and to develop stronger tiered support both within and outside of the classroom.	All students with an emphasis on struggling students	
3.10			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Robert Down Elementary will increase cultural proficiency with staff, students, and parents in order to better serve students' needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There have been concerns that some student groups have been overlooked or have been mistreated due to their culture.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	2023-24 CA Healthy Kids survey showed that "Fairness" was at 72%, which is below the State average of 73%. 47% of students reported that they felt that they had "Meaningful Participation", which is above the State average of 41%.	CA Healthy Kids results will reflect a 5% increase in both "Fairness" and in "Meaningful Participation"
RHD Site Council Survey	Site Council survey was not conducted for 2023-2024.	A baseline of student, staff, and parents' sense of areas of strength and areas needing improvement is established which will be given to the Cultural Proficiency Team to help design a response for the school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Establish Restorative Justice practices throughout the school and design a conflict resolution practice with the goal of students developing skills to address conflicts before bringing them to adults.	All students	
4.2	Invite parents to help educate their child's class about particular aspects of their culture.	All students	
4.3	Have monthly assemblies that give focus to different cultures and cultural proficiencies combined with Toolbox themes and celebration of students "caught being good."	All Students and Staff	
4.4	Site Council will work with the Cultural Proficiency Team to develop a survey for both students and for parents that will give insight as to cultural safety, cultural awareness, and cultural acceptance.	All students with an emphasis on minority cultural groups	
4.5	Communicate to parents the various activities around culture that are happening and to encourage dialog at home with students.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

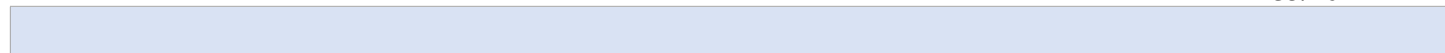
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

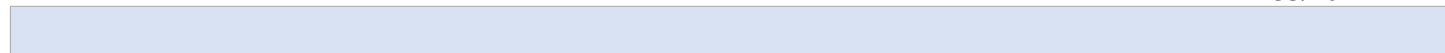
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

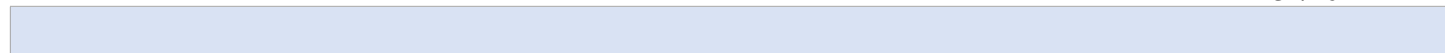
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

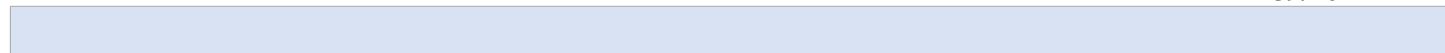
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$10,267.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site Formula Funds	\$10,267.00

Subtotal of state or local funds included for this school: \$10,267.00

Total of federal, state, and/or local funds for this school: \$10,267.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Site Formula Funds	10,267.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
2000-2999: Classified Personnel Salaries	5,267.00
4000-4999: Books And Supplies	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Site Formula Funds	2,000.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	5,267.00
4000-4999: Books And Supplies	Site Formula Funds	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,767.00
Goal 2	500.00
Goal 3	2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

Other School Staff

4 Parent or Community Members

Name of Members	Role
Katie Wrolstad	Parent or Community Member
Michelle Evans	Classroom Teacher
Jennifer Lauchaire	Parent or Community Member
	Parent or Community Member
Mary Riedel	Other School Staff
Matthew Bell	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:

Principal, Matthew J. Bell on May 20, 2024

SSC Chairperson, Katie Wrolstad on May 20, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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

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

SUBJECT: Pacific Grove Middle School Single Plan for Student Achievement for 2024-25

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2024-25 school year.

BACKGROUND:

Pacific Grove Middle School's Single School Plan for Student Achievement identifies four main focuses for 2022-23. The areas of emphasis are continuing to address and mitigate the achievement gap in English Language Arts among our students on an IEP and English Learners, while maintaining positive growth for all other student populations. Our other academic focus is to reduce the achievement gap in Math for our English Learners, Hispanic students and our students on an IEP. We will continue to implement and track the progress of students taking Math 180, our Transitional ELA/Math Support classes, Intervention class, Fundamentals of Success and our Learning Center 6-8, class while continuing to maintain a school culture emphasizing quality relationships, kindness and empathy.

Our data analysis has shown that our Students with Disabilities, Hispanic, White, Asian, Low Income students all made strong gains and reduced the achievement gap on the Smarter Balanced Summative Assessments in ELA and Math over the last three years, earning PGMS our second straight California Distinguished School Award. Data analysis has shown that the widest achievement gap of any student group continues to be our students on an IEP, though solid gains have been made in both Math and ELA. Further data analysis shows the continued need to monitor and support our Intervention programs as to their effectiveness. We will continue directing funds to support our intervention program(s), which we expanded by adding an additional section of Intervention during the school day. Because many of our technology needs and innovations are being met through Measure A funds, PGMS is able to redirect more of its site allocation to classroom supplies. All our site allocation funds will be directed toward supporting the four goals identified in our plan. We will also creatively budget to expand the opportunities for outreach, counseling, school wide programs, and parent outreach in the area of Social Emotional Learning. We are very excited about our new mental health therapist joining us next year, and look forward to more Tier 2 support for students with anxiety, depression, and school aversion.

INFORMATION:

The School Site Council has a budget of \$64,602 for 2024-25. Funds have been allocated to support our four areas of emphasis- closing the achievement gap for English Learners and students on an IEP, and maintaining positive growth for our Low Income students, white students, Asian students, and our Latino

students in monitoring the success of our Intervention classes (Math 180, Read 180, Learning Center 6-8, Transitional ELA and Math Support grades 6-8), and Intervention classes, while maintaining a positive culture and reducing chronic absenteeism at PGMS.

FISCAL IMPACT:

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

School Year: 2024-25

School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific School	Grove	Middle	27-66134-6058754	5/13/24	5/23/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pacific Grove Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pacific Grove Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Pacific Grove Middle School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, school attendance, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

Educational Partner Involvement

How, when, and with whom did Pacific Grove Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

PGMS involved multiple stakeholders in the review and update of our Single Plan for Student Achievement. Principal Roach presented the overall data, then the specific data that pertained to the prior years school site goals. As a team, we determined that we must maintain some of our goals and alter others to include additional student populations who were struggling, but the academic goals will largely remain the same. Upon completion and agreement of the new goals using the latest data, Principal Roach shared this information with the school staff, PTSA, Leadership team, and the Advisory Committee. Once again, the discussion with the Leadership team yielded additions to the site goals and a call for continuing training in Equity (with a continued emphasis on grading for mastery), UDL and Trauma Informed Practices. The dates of the meetings are listed below:

Discussed with Staff, PTSA, School Site Council the PGMS Inclusivity Survey, California Healthy Kids Survey, the CoreSEL, CalHope Pulse Survey and Olweus Bullying Survey: Administered Quarter 1 and quarter 4. California Healthy Kids Survey quarter 3.

PGMS Site Leadership: Instructional Leadership Team/Cultural Proficiency Team (meets monthly): 8/29/23, 10/16/23, 2/20/24, 4/1/24: were the dates of Discussion, input, presentation and modes of progress monitoring of site goals. The team looked at Map assessment data, California Healthy Kids Survey, PGMS Inclusivity Survey, Olweus student survey data, CalHope Pulse and CoreSEL Student survey data.

Principal Check Ins: PGMS Wellness Fair- 9/19/2022; attendee survey data feedback consisted of asking how the school can find funding to hire an additional permanent counseling position. Our funding for this additional counseling ran out at the end of the 22/23 school year, so we were understaffed in the counseling department. Just recently, after presenting counseling data to staff/families, we were recently approved for a permanent mental health position.

Staff Meetings: Discussed on 10/16/23, 4/1/24. Staff members were presented with the site goals, the at risk student populations, overall academic progress, and midpoint and summative Map data for progress monitoring.

PTSA: PTSA: 8/16/23, 1/17/23, and 4/17/24: were the dates of Discussion, presentation and input on the site goals. PTSA members were asked to provide input on these goals based on the data and discussions. Interest centered around improving family participation in school events (honors night, tech night, How to raise a teenager, PGMS Wellness Fair). Once again, the suggestion was made to combine events (all four schools participate) to improve parent participation (which we are planning for 23/24). Less "one and done" events and more series based opportunities. Additionally, several recommendations came regarding the need for a parenting series for families in crisis.

PGMS Staff Meetings: Teacher feedback indicated a focus on students survey data which included the following areas which all showed improvement but we will continue to monitor; areas to monitor:

- Promotion of Parental Involvement
- Academic Motivation
- Caring Adult Relationships
- Perceived School Safety
- School connectedness

In the areas above, there were healthy/slight gains compared to the prior year.

School Site Council met on the following dates to discuss and provide input regarding site goals 10/18/23, 1/22/24, 2/26/24, 4/2/24, 5/13/24. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed in the greatest area(s) of need. The council recommended that PGMS work with the PGUSD school board for the creation of a Mental Health Counselor due to a staffing shortage in that area. I am glad to say that the movement was approved. The Council also recommends that the new CalHope Grant have a parent outreach component, assemblies that raise awareness on topics that build on what we covered last year (anxiety, Impact versus Intent, Hidden Disabilities, Screenagers 3). This is now part of our SPSA plan. In addition, it was suggested that we create a partnership with Ohana regarding a parenting series on how to reduce your students' anxiety, which would positively impact our chronic absentee numbers and translate to better overall academics

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not identified

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pacific Grove Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	1.03%	1.9%	4	4	8
African American	2.2%	2.05%	1.67%	10	8	7
Asian	10.8%	13.59%	14.29%	50	53	60
Filipino	1.9%	1.28%	1.19%	9	5	5
Hispanic/Latino	19.4%	18.72%	19.76%	90	73	83
Pacific Islander	1.3%	1.03%	0%	6	4	0
White	57.6%	58.46%	56.67%	268	228	238
Multiple/No Response	3.7%	3.33%	4.05%	17	13	17
Total Enrollment				465	390	420

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	151	125	150
Grade 7	133	139	140
Grade 8	181	126	130
Total Enrollment	465	390	420

Conclusions based on this data:

1. Our subgroup proportions remain fairly consistent year over year.
2. Our enrollment shows a rebound next year.
3. Very large 6th grade class

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	14	13	17	3.00%	3.3%	4.0%
Fluent English Proficient (FEP)	71	54	69	15.30%	13.8%	16.4%
Reclassified Fluent English Proficient (RFEP)	1			7.1%		

Conclusions based on this data:

1. Slight rise in the percentage of English Learners continues.
2. Slight increase in the percentage of Fluent English Proficient students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	149	133	152	0	133	149	0	133	149	0.0	100.0	98.0
Grade 7	129	143	142	0	136	138	0	136	138	0.0	95.1	97.2
Grade 8	171	128	130	0	123	122	0	123	122	0.0	96.1	93.8
All Grades	449	404	424	0	392	409	0	392	409	0.0	97.0	96.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2565.	2585.		26.32	39.60		41.35	32.89		22.56	23.49		9.77	4.03
Grade 7		2605.	2585.		30.15	26.09		47.06	41.30		16.91	21.01		5.88	11.59
Grade 8		2627.	2615.		35.77	27.05		41.46	41.80		14.63	23.77		8.13	7.38
All Grades	N/A	N/A	N/A		30.61	31.30		43.37	38.39		18.11	22.74		7.91	7.58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		24.06	26.85		63.16	65.10		12.78	8.05
Grade 7		34.56	19.71		57.35	69.34		8.09	10.95
Grade 8		36.59	36.07		53.66	54.10		9.76	9.84
All Grades		31.63	27.21		58.16	63.24		10.20	9.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		27.82	39.19		58.65	52.70		13.53	8.11
Grade 7		43.38	35.04		47.79	54.01		8.82	10.95
Grade 8		39.84	30.33		50.41	59.02		9.76	10.66
All Grades		36.99	35.14		52.30	55.04		10.71	9.83

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		28.57	27.52		69.92	67.79		1.50	4.70
Grade 7		22.79	17.39		72.06	74.64		5.15	7.97
Grade 8		27.64	23.77		68.29	68.85		4.07	7.38
All Grades		26.28	22.98		70.15	70.42		3.57	6.60

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		25.56	32.21		66.17	61.07		8.27	6.71
Grade 7		22.06	23.91		68.38	65.22		9.56	10.87
Grade 8		35.77	23.77		60.98	68.03		3.25	8.20
All Grades		27.55	26.89		65.31	64.55		7.14	8.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. This provides us base line data for comparison once we receive our 2023/24 Smarter Balanced summative assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	149	133	152	0	133	150	0	133	150	0.0	100.0	98.7
Grade 7	129	143	142	0	134	138	0	134	138	0.0	93.7	97.2
Grade 8	171	128	130	0	123	124	0	123	124	0.0	96.1	95.4
All Grades	449	404	424	0	390	412	0	390	412	0.0	96.5	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2548.	2568.		26.32	33.33		21.80	26.67		32.33	24.67		19.55	15.33
Grade 7		2574.	2573.		28.36	27.54		24.63	24.64		26.87	26.09		20.15	21.74
Grade 8		2591.	2574.		31.71	28.23		21.14	17.74		26.83	20.97		20.33	33.06
All Grades	N/A	N/A	N/A		28.72	29.85		22.56	23.30		28.72	24.03		20.00	22.82

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.31	28.67		50.38	54.67		26.32	16.67
Grade 7		33.58	28.26		47.76	47.83		18.66	23.91
Grade 8		29.27	20.16		53.66	54.84		17.07	25.00
All Grades		28.72	25.97		50.51	52.43		20.77	21.60

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.56	28.00		56.39	62.00		21.05	10.00
Grade 7		22.39	25.36		61.94	56.52		15.67	18.12
Grade 8		26.83	22.58		56.10	62.10		17.07	15.32
All Grades		23.85	25.49		58.21	60.19		17.95	14.32

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		25.56	30.00		59.40	60.00		15.04	10.00
Grade 7		25.37	22.46		60.45	63.04		14.18	14.49
Grade 8		22.76	23.39		65.85	55.65		11.38	20.97
All Grades		24.62	25.49		61.79	59.71		13.59	14.81

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Again, this serves as baseline data for future comparison

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	8	4
7	*	*	*	*	*	*	*	*	*	*	*	9
8	*	*	*	*	*	*	*	*	*	6	5	*
All Grades										12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.67	25.00	26.67	33.33	43.75	46.67	25.00	25.00	26.67	0.00	6.25	0.00	12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.33	50.00	40.00	33.33	37.50	53.33	8.33	12.50	6.67	0.00	0.00	0.00	12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	6.25	20.00	33.33	31.25	40.00	33.33	43.75	40.00	16.67	18.75	0.00	12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	25.00	26.67	58.33	68.75	66.67	8.33	6.25	6.67	12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	83.33	56.25	73.33	16.67	37.50	20.00	0.00	6.25	6.67	12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	12.50	26.67	33.33	56.25	60.00	41.67	31.25	13.33	12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	0.00	33.33	83.33	93.75	66.67	0.00	6.25	0.00	12	16	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. None currently, the data presented is a baseline for growth.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
420	18.8	4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pacific Grove Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4
Foster Youth		
Homeless	3	0.7
Socioeconomically Disadvantaged	79	18.8
Students with Disabilities	57	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.7
American Indian	8	1.9
Asian	60	14.3
Filipino	5	1.2
Hispanic	83	19.8
Two or More Races	17	4
White	238	56.7

Conclusions based on this data:

1. Schoolwide enrollment is predicted to increase by 35 students next year.

2. Our students on free and reduced lunch percentage should continue to grow slightly year over year.
3. There is an anticipated increase in Hispanic students enrolled at PGMS.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red



Orange



Yellow



Green



Blue

Lowest Performance

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Green

Conclusions based on this data:

1. PGMS continued to show a solid reduction (low) in Suspension Rate which was a school wide area of emphasis.
2. PGMS showed improvement in Chronic Absenteeism, scoring in the green band, which was and is a school wide emphasis and a site goal.
3. PGMS scored in the second highest achievement band in ELA and High in Math achievement scores.

School and Student Performance Data

Academic Performance English Language Arts

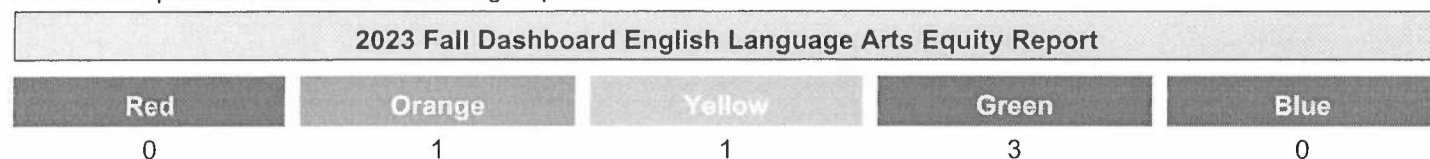
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 45.9 points above standard Decreased -4.1 points 397 Students	English Learners 33.8 points below standard Decreased -7.2 points 25 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 8.1 points above standard Maintained +0.2 points 75 Students	Students with Disabilities Orange 39.9 points below standard Decreased -9.8 points 58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	 Green	Less than 11 Students
7 Students	8 Students	71.3 points above standard	5 Students
		Decreased -7.7 points	
		57 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Green	48.6 points above standard	Less than 11 Students	 Green
10.9 points above standard	Increased +8.4 points	1 Student	54.1 points above standard
Decreased -3.9 points	16 Students		Decreased -5.4 points
78 Students			225 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.4 points below standard	Less than 11 Students	48.9 points above standard
Decreased Significantly -35 points	10 Students	Decreased -6.2 points
16 Students		317 Students

Conclusions based on this data:

1. Overall ELA scored increased to 50 points above standard, and remain in the highest achievement category.
2. Students with disabilities decreased by 5 points, however they are still in the low category, and are 30.1 points below standard. Must continue to maintain a collaborative relationship between general and special educators.
3. Our largest at-promise population-socio economically disadvantaged students are now 7.9 points above standard

School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.7 points above standard Increased +4.2 points 399 Students	85.6 points below standard Decreased Significantly -23.8 points 24 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Yellow 47.3 points below standard Increased +10.1 points 74 Students	 Orange 104.7 points below standard Increased +4.4 points 58 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	 Blue	Less than 11 Students
7 Students	8 Students	66.2 points above standard	5 Students
		Increased Significantly +18.2 points	
		57 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Orange	13.1 points above standard	Less than 11 Students	 Green
60.7 points below standard	Increased +12.8 points	0 Students	13.5 points above standard
Decreased -11.8 points	16 Students		Maintained +1.9 points
77 Students			229 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131 points below standard	Less than 11 Students	6.9 points above standard
Decreased Significantly -55.8 points	10 Students	Increased +3.3 points
15 Students		318 Students

Conclusions based on this data:

1. Our overall Math achievement scores increased slightly, and remain in the high category.
2. Our English Learners increased significantly (21.3 point increase) and closed the achievement gap to 75.2 points below standard.
3. Our students on an IEP are in the very low category, achieving 109 points below standard in math.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
75 points above standard making progress towards English language proficiency
Number of EL Students: 12 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	1	0	9

Conclusions based on this data:

1. Priority in increasing the percentage of EL students making progress towards English language proficiency.
2. There is no performance level assigned by the state due to the low number of EL students at PGMS.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Green

8.8% Chronically Absent

Declined Significantly -8.4

432 Students

English Learners

11.8% Chronically Absent

Declined -11.8

17 Students

Foster Youth



No Performance Color

0 Students

Homeless

Less than 11 Students

3 Students

Socioeconomically Disadvantaged



Yellow

13.1% Chronically Absent

Declined -14.6

84 Students

Students with Disabilities







Yellow

14.1% Chronically Absent

Declined -9.9

64 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 8 Students	 Orange 6.6% Chronically Absent Increased 1.1 61 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.6% Chronically Absent Declined -12.8 85 Students	14.3% Chronically Absent Declined -10.7 21 Students	 No Performance Color 0 Students	 Green 9% Chronically Absent Declined Significantly -7.5 245 Students

Conclusions based on this data:

1. Our overall Chronic Absenteeism rate has decreased significantly. We will continue to monitor this important statistic.
2. Emphasis and outreach for our students with disabilities, socio economically disadvantaged, Hispanic and white students must continue to maintain a downward trajectory in chronic absenteeism rates.

School and Student Performance Data

Academic Engagement Graduation Rate

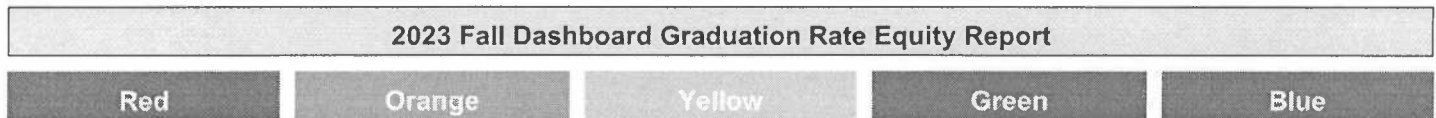
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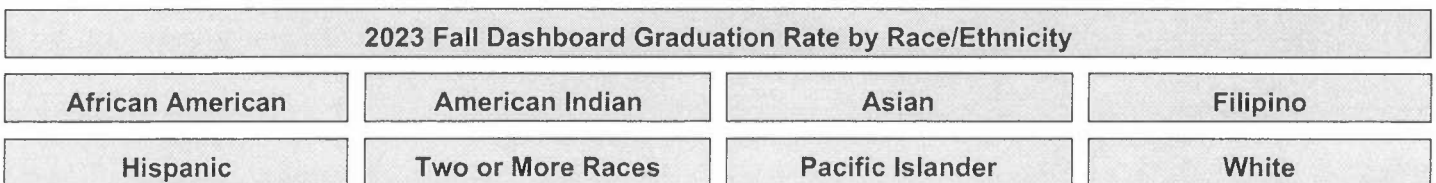
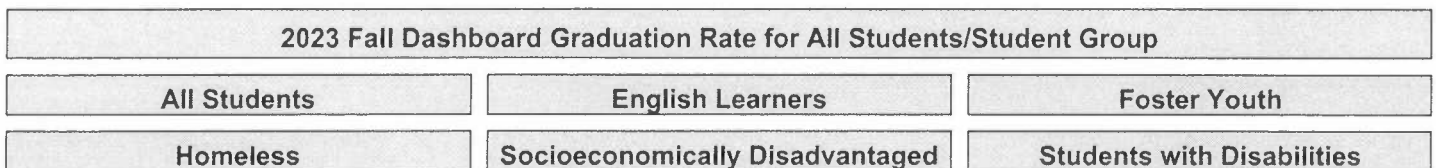
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.6% suspended at least one day Maintained 0.2 438 Students	0% suspended at least one day Maintained 0 19 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Green 2.3% suspended at least one day Declined -1.2 86 Students	 Green 1.5% suspended at least one day Maintained 0.2 65 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 7 Students	American Indian Less than 11 Students 8 Students	Asian  Yellow 1.6% suspended at least one day Increased 1.6 62 Students	Filipino Less than 11 Students 5 Students
Hispanic  Green 1.1% suspended at least one day Declined -3.9 87 Students	Two or More Races 0% suspended at least one day Maintained 0 22 Students	Pacific Islander Less than 11 Students 1 Student	White  Yellow 1.2% suspended at least one day Increased 0.4 246 Students

Conclusions based on this data:

1. Our overall suspension rate at PGMS declined placing us in the green category.
2. Students with disabilities group both showed declines in suspension rates and reside in the green category.
3. Decrease in Hispanic student suspension rate landing them in the green category, while our Asian students showed a small increase, landing them in the yellow category

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Decrease the achievement gap experienced by students with disabilities in English Language Arts by 20% and continue to increase achievement overall as measured on the ELA Smarter Balanced summative assessments for the 2023-2024 school year. Continue to make positive gains for Asian, White, English Learners, socio-economically disadvantaged students, and Hispanic students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Mathematics and English Language Arts

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal will remain in place. Previously we have identified our students with disabilities and our English Language Learners as the two sub group still experiencing an achievement gap in English Language Arts. Our English Learners made huge gains, improving by 24% or 10.2 points. We will have three years of Smarter Balanced Assessment data this year at the conclusion of the year, which will serve as a deeper comparison. We feel that we can double our progress rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
23/24 SBAC ELA summative assessment for students with disabilities and English Language Learners.	Students with disabilities scored 39.9 points below standard on the 2022/23 ELA Sbac test. That number is a slight decline, as the 20 results had this group 30.1 points below standard. English Language Learners scored 33.8 points below standard which was a decline of 7.2 points during the same time period.	The achievement gap for Students with disabilities should see a reduction in the deficit to 34 points below standard, an improvement of 5 points. English Language Learners will continue to see great improvement of 7 points to decrease their achievement gap to 27 points
2023 SBAC ELA summative assessment for socio-economically disadvantaged students.	8.1 points below standard (a net gain of .2 points)	20% improvement: 6.5 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Dedicated schedule co teaching and co planning time for Sped, ELD and General education teachers weekly on Thursday's to plan lessons with accommodations embedded within the lesson. This is under the direction of and to include the Principal. English Language Development (ELD)Teacher to co-plan lessons with ELA teachers to promote and support ELD strategies embedded within lessons/assessments. There is no cost to this activity.	Students with Disabilities and English Language Learners.	
1.2	Push in support in English Language Arts class to support students on an iep for private check for understanding, direct assistance, clarification of expectations/accommodations. Coverage will be assigned within the master schedule to support these students to the greatest extent possible. Co scheduling of students on an IEP between Sped and Counselor.	Students with disabilities	
1.3	General education and special education teacher release time to plan implementation of classroom lessons and strategies students with disabilities a minimum of each quarter. Collaboration with high school Sped department to share best practices, immediate and ongoing (would entail additional release time). Monthly collaboration with ELD teachers from the elementary schools and the high school to share best practices and coordinate a districtwide plan of support for our English Language Learners.	Students with disabilities and English Language Learners	1400 Site Budget (\$1400- Sub Coverage)
1.4	Middle School Professional Learning Communities (PLC's) will closely monitor the academic progress of our students with disabilities and English Language Learners using common formative assessments four times a year and provide interventions when necessary. This group will consist of both general education, special education, and English Language Development teachers familiar with the students, their accommodations and their learning challenges.	Students with disabilities and English Language Learners	General Fund: No additional costs
1.5	Fundamentals of Success Class: Targeted intervention for our struggling students with disabilities. This placement would be the result of the general education, special education and Language Review Team data review teams recommendation as to the amount of support needed. The data will come from the Fall of 2023 Measures of Academic Progress reading and language assessment. This class would be rostered.	Students with disabilities	6000 Site Funds (\$6,000)
1.6	Continue to offer specialized support classes for Sped students in English Language Arts. Increase the number of sections of Learning Center from 2 sections to 3 sections. Current offerings for	Students with disabilities and English Learners	130,000

	2023/24 school year are: Transitional ELA (1 section) , Read 180 (one section) and Learning Center (3 sections) English Language Development Class (1 section).		General Fund: \$160,000 (6 sections)
1.7	Continue implementation strategies learned from our all staff training on Universal Design for Learning (TOSA/Admin), Resume whole staff professional development" Doable Differentiation" to improve scaffolding and differentiation of instruction. New emphasis on Equitable Grading Practices to use with both UDL and differentiation strategies. Professional learning on quality reteach strategies and assessing for mastery.	Students with disabilities and English Learners	380 Grading for Equity books \$380 (for all staff members)
1.9	Our TOSA (teacher on special assignment) position has ended, but our plan is to provide that teacher with 2-4 sub days to continue to spearhead Intervention programs to including: Academic Intervention Class, weekly scheduled meetings with students with disabilities and English Learners who are identified as at risk. Parent conferences quarterly to make sure intervention strategies prove successful. TOSA to liaison between families of struggling students and the teachers of record.	Students with disabilities and English Language Learners	3740 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

May of the efforts describe are a continuation of past efforts. Most of the content delivery strategies like Universal Design for Learning, Grading for Mastery and Rubrics will continue and go further in depth and usage.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There has been a cost shift regarding the TOSA position. The one time funding has exhausted, so the site and C&I will supplant release time at a daily rate of \$187 per day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes anticipated

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Decrease the achievement gap experienced by students with disabilities, English Learners, socio-economically disadvantaged students, and Hispanic students by 10% in Math and continue to increase achievement overall as measured on the Math Smarter Balanced summative assessments for the 2023-2024 school year. Continue to make positive gains for all other student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Mathematics and English Language Arts
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students with disabilities as well as our English Learners, socio economically disadvantages students, and Hispanic students continue to experience a gap in achievement as measured by the Sbac summative math scores. Though improvement for each group has been made, they are our lowest performing at-promise student populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Sbac Math Summative: Students with disabilities.	104.7 points below standard (a net gain of 4.4 points)	10% improvement: 94.2 points below standard
2023 Sbac Math Summative: English Learners	85.6 points below standard (a regression of 23.8 points)	10% improvement: 77.04 points below standard
2023 Sbac Math Summative: Socio-economically Disadvantaged	47.3 points below standard (a net gain of 10.1 points)	10% improvement: 42.6 points below standard
2023 Sbac Math Summative: Hispanic	60.7 points below standard (a regression of 11.8 points)	10% improvement: 54.6 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All students will be evaluated to see if they qualify for placement in Math 180 (one section for general ed and one section for sped students) or our	All students	

	embedded Math intervention class (one class at each grade level) via multiple measures assessment. Additionally, students will be given the Measures of Academic Performance assessment at the beginning, middle and end of the 2024/25 school year to assess and address deficits.		
2.2	Both at-promise student populations Math assessment data (Scholastic Math Inventory and Measures of Academic Progress assessments) will be monitored to ensure proper placement and program effectiveness. These student groups will be monitored and discussed separately from the entire school to ensure that we are monitoring progress and applying interventions if necessary.	Students with disabilities, English Learners, Hispanic students and socio-economically disadvantaged students	
2.3	Roster at risk incoming 5th grade students into our 6th grade math support class per elementary school data provided.	6th grade students	35000 General fund
2.4	Students identified as academically at-risk (via Map assessment data, common formative assessments, D/F list) will be rostered in our Fundamentals of Success class, for additional math support (taught by a certificated Math teacher). These students will be identified in August of 2024 via the Measures of Academic Progress math assessment.	All students	6,000 Site Funds: \$6,000
2.5	Continue to implement strategies learned from our all staff training on Universal Design for Learning (TOSA/Admin), rubrics, grading for mastery and intensive reteach strategies. Resume whole staff professional development around "Doable Differentiation" to improve scaffolding and differentiation of instruction. Expanding staff professional development into Equitable Grading learning, student choice to continue finding the best way for students to demonstrate mastery.	All Students	380 Grading for Equity: \$380 for staff wide copies.
2.7	Maintain grade level Math support classes (three), each taught by a credentialed math teacher to provide direct support to students who struggle in Math. We anticipate that we will serve between 60-75 students (roughly 14% of our enrollment) who identified in May of 2024 for placement in this support class. Math support is a class provided during the day, and is a companion class to the grade level math class.	All students	108,000 General Fund \$108,000 (three dedicated sections)
2.8	Increase the number of Learning Center sections from two to three, so support an additional 15-20 students on an IEP	Students on an IEP	0 No additional Cost- condensed a section to open up a free section

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Most of the efforts described are a continuation of past efforts. Most of the content delivery strategies like Universal Design for Learning, Grading for Mastery and Rubrics will continue and go further in depth and usage.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There has been a cost shift regarding the TOSA position. The one time funding has exhausted, so the site and C&I will supplement release time at a daily rate of \$187 per day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes anticipated

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase the level of school connectedness by 10 percent as measured on the California Healthy Kids Survey by providing a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school. This year we hosted a quarterly SEL focus (Angst, Upstanders, Race to be Human, and Screenagers 3) for both parents and students. We will continue to provide social emotional learning opportunities for students, staff and families in the 2023/24 school which will build on our learning from this year. We will continue using the Character Strong program and Open Parachute SEL program to embed within our school the 8 Essentials of: honesty, humility, forgiveness, kindness, selflessness, respect, commitment, and patience. Calendar events at the beginning of the year in particular for parent function(s) to increase involvement and participation. Leverage the CalHope Grant (\$55,000 over two years) to emphasize students' emotional wellbeing, train staff on current SEL best practice and involve community groups to partner with PGMS families for training and support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continue to expand student opportunity for involvement in a variety of activities of interest, utilize the Character Strong and Open Parachute social-emotional programs and include students, staff and parents in a continuing discussion regarding school safety.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey Students	Overall School Climate score was slightly higher than the state average (PGMS 56%-State Average 54%) and was an improvement over 2022/23 school year. The data did yield two areas of focus for this goal: Academic Motivation 62% (State average 2017-2019 69%) Caring Adult Relationships 59% a decline over 22//23 62% (State average 2017-2019 61%) Felt hopeless/sad within the last 12 months: 36% (an increase of 7% over 22/23- 29%)	10% Increase in Overall Student Academic Motivation from 62% to 68%. 10% increase in Overall Caring Adult Relationships from 59% to 65%. 10% reduction in students feeling hopeless/sad within the last 12 months from 36% to 32%
California Healthy Kids Survey Parents	Overall the Parent Survey Data was the highest in the last five years. Two critical areas of focus is that 9% of families either disagree or strongly disagree that the school communicates the importance of respecting different cultural beliefs and practices (down from 17% the year prior). Another area of focus is that 21% of families believe that the school does not do an good job on providing information on parents expected role at their childs school (up from 18% the year prior).	Decrease the number of families reporting either disagree or strongly disagree that the school communicates the importance of respecting different cultural beliefs and practices by 25% to 6.75%. Decrease the number of families reporting that the school does not do an good job on providing information on parents expected role at their childs school by 25% to 15.75%.
California Healthy Kids Survey Staff	55% of teachers reported an interest in receiving training in working with diverse racial, ethnic and/or cultural groups. 58% would like training in meeting the social, emotional, and developmental needs of youth.	100% of the staff will receive a training in working with diverse racial/ethnic/cultural groups as well as training in meeting the SEL needs of youth.
Olweus Bullying Survey	Olweus Bullying Survey Fall Administration: 89.99 Spring Administration: 87.98 Both of these results are encouraging, as they each rank in the Low Risk category.	Scores positively increased year over year.
PGMS Core SEL Student Survey	SEL Student Survey indicated comparable positive responses between pre and post administration. The Fall administration composite score was 71.83/100 which falls within the Moderately Healthy/Favorable View. The Spring administration composite score 67.88/100 which also falls within the Moderately Healthy/Favorable View.	Continue to make progress towards the Healthy/Favorable View which is the next highest level of student SEL Health.
PGMS Student Voice Survey	Overall the surveys from 2022/23 and 2023/24 are quite similar in student	Maintain progress in staff being encouraging and discussing academic

	<p>responses. Some of the takeaways were:</p> <p>Increase in:</p> <ul style="list-style-type: none"> • Students reporting staff encouragement • Students reporting taking time to discuss academic progress • Students believe they will be successful • Students feeling safe on campus <p>Decrease in:</p> <ul style="list-style-type: none"> • Students not expecting to have a good day • Students feeling sad/hopeless within the last 12 months 	<p>progress with students (As measured on PGMS Student voice survey). See an increase in students reporting they feel safe and supported on campus.</p>
PGMS Student Body Inclusivity Survey	<p>This survey was created by our Leadership students based on our conversations surrounding Impact v. Intent. Overall, students reported that PGMS is an inclusive environment: aggregate score of 8.4/10. Some of the written feedback regarding areas of specific challenge that some students have faced include: socio-economic status, race, and the use of preferred names. Finally, when students were asked: Do you feel like the students at PGMS treat each other with inclusiveness? 6.9% of students responded No (down from 10.8% in the prior year).</p>	<p>We will continue our discussions surrounding Intent v. Impact, microaggressions and difference, by leveraging both Character Strong and Open Parachute, hire a guest speaker to speak about diversity and inclusion at an assembly quarter 1, and partner with community organizations to create lesson plans to be delivered during our dedicated Advisory Period.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Staff wide Character Strong and Open Parachute training in support of maintaining a safe and nurturing school environment. Plan to begin 2024/25 motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events. Continue to work with our Leadership students to support quarterly focus traits (based on student survey data), Spirit Days, and continue the PGMS Inclusivity Survey. Establishing and supporting a Health and Wellness Club (run by Counselor/community partner) with open enrollment (lunchtime activity). Broaden our partnership with Blue Zones Project of Monterey County</p>	All students	<p>2000.00</p> <p>Site Funds - \$2,000</p>

3.2	Student Voice- In the 2022/23 school year, our students authored a PGMS Inclusivity Survey to gauge how inclusive our school/staff/students are, and ways to improve. This is now become a biannual measure. Additionally, students input will continue to be sought regarding educational decisions/changes (example-homework) on an bi annual basis. Students will be surveyed (PGMS Student Voice Survey/PGMS Inclusivity Survey) both quarter 1 and quarter 3 to gauge their insights and recommendations regarding their education. Results of which are to be shared and discussed with staff and families.	All students	N/A
3.3	Staff wide presentation by Sean Roach and PGMS counseling team of 2023/2024 California Healthy Kids Survey, Olweus Bullying Survey, CoreSel Survey, PGMS Inclusivity Survey, and the PGMS Student Voice survey to monitor and identify levels of satisfaction students feel about our school. Maintain our Advisory period class on a weekly basis, continue the paid subscription (\$500 annually), and host a trainer of Character Strong program (\$2000) to achieve a "tipping point" at PGMS for those who did not attend the launch training or new employees. Renew our Open Parachute SEL program (\$2000 annually). Continue to utilize bi-annual Olweus Survey on Bullying. Once again this year, eight staff members of the PGMS SEL team will identify and attend a training at the Monterey County Office of Education geared towards Social Emotional Learning	All students	4500 Site Funds \$500; One time funds \$2000; \$2000 CalHope Grant
3.4	Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity through our Character Strong program/Open Parachute SEL program, assemblies, movies/reflections (Angst series) and public speakers. Assemble a diverse group of students, staff members and parents to utilize as an SEL Team whose charge is to create opportunities and activities to teach tolerance and celebrate our shared diversity. Site funded for food, speakers, materials and release time for members of this group	All students	2000 Site Funds \$2000
3.5	Continue our advisory period class on a weekly basis, continue the paid subscription, and send additional staff to Character Strong training to achieve a "tipping point" at PGMS. Continue to utilize bi-annual Olweus Survey on Bullying. Continue to share results with staff and devise a Social Emotional Mission Statement. Teacher agreement, no additional cost.	All students	500 Site funds: \$500
3.6	Continue with Vector program to be run out of PE classes. Collaborate with the elementary school 5th grade team to consider lesson planning this curriculum for 5th and 6th grade seamlessly.	All students	200
3.7	Establishing and supporting a Health and Wellness Club (run by Counselor/community partner) with	All Students	5000

	open enrollment (lunchtime activity). Strengthen our partnership with Blue Zones Project of Monterey County		CalHope: \$5000
3.8	Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement. Hosting parent nights and morning topics: Safety, Health, Social Media, Connecting with your Teen by Ohana group, Elisabeth Stitt, Josh Ochs, Officer Hankes and PGMS counseling and staff members. Last year we held our first annual PGMS Wellness Fair, which brought in over 20 community partners and organizations with the goal of connecting families with available resources. This outreach will be paid for entirely by CalHope Grant (second installment of \$21,000).	All students	1,200 Site Funds: \$1200
3.9	Student Voice- Students input will be sought regarding educational decisions/changes (example-homework) on an annual basis via Google Forms. In 2022 our PGMS students created a PGMS Student Body Inclusivity Survey, which we use bi-annually both in the fall and spring. In addition to our California Healthy Kids Survey, CoreSel and Olweis Bullying Survey, we will continue to survey quarter 1 and 3 to seek student input on changes or initiatives.	All students	No cost.
3.10	Olweis Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s), and to utilize Character Strong and Open Parachute topics to support empathy and compassion. Share the survey and results with parent groups for input and suggestions.	All students	No cost

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have really broadened our surveys for students which now include four different methods to capture student voice. Our one charge this year is to find an introductory speaker to kick off 2024/2025 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Several of the costs associated with these programs and events have shifted from the CalHope grant (ended) to site funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to this goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve student attendance by:

Decreasing the number of students who miss five or more days of school during Fall Semester by 50% as evidenced by monthly and quarterly attendance records.

Decreasing the number of students who miss 10 or more days during the school year by 50% as evidenced by monthly and quarterly attendance records. Work with counseling staff for students missing over 10% of the school year due to mental health issues (anxiety, depression, OCD) and provide training for staff members on ways to mitigate social emotional (also contained in goal 3) issues to increase attendance. Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Look to partner with Ohana for their SPACE program intended to help parents and students overcome anxiety over attending school. Create and maintain a system of contact between the school and families with students missing school more than 10 percent of the time and record their response to tailor interventions in the following areas: family leave, illness, anxiety/social emotional challenges, socio-economic factors on a quarterly basis. Involve the district attorney for those students receiving Truancy letters.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Last year we looked at the California Dashboard, we found that the rates of Chronically Absent students grew in three at-promise groups: students with disabilities, socio-economically disadvantaged students and our Hispanic students. In looking at this years numbers for these three at promise groups, the numbers have improved for all three by double digits. Though we've made great headway, numbers continue to demonstrate a need to target these student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Chronic Absenteeism Indicator	<p>The following student groups saw a rise in Chronic Absenteeism</p> <ul style="list-style-type: none"> Socio-economically disadvantaged students increased 11.5 points to 27.5% overall in the high category Students with Disabilities rose from 19.3% to 24% overall in the high category Hispanic students increased from 17% to 23.4% overall in the high category. 	<p>Expectation Year 1: PGMS will no longer have an overall Chronic Absenteeism indicator of High.</p> <ul style="list-style-type: none"> Students with disabilities will be in the Medium or Low category Socio-economically disadvantages students will be in the medium or low category White students will be in the Low category.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Conduct an annual parent attendance night (School Site Council suggestion put into effect this school year), to explain attendance rules, school supports and legal ramifications of missing school (whole school). Principal, assistant principal, attendance clerk and school resource officer to present. Make contact with families who's history denote chronic absenteeism at the beginning of the school year and maintain contact and build that relationship (targeted intervention-proactive). Creating an adjunct Attendance team consisting of administration, counseling, attendance clerk, school resource officer, much like a Professional Learning Community (PLC) to review attendance data and target outreach. Combining attendance education and targeted outreach makes us far more proactive, and creating and maintaining relationships with families with poor attendance historically we believe will be impactful.</p> <p>Combine efforts with the high school on best practices and what's working, as this is a goal of their as well. Creation of a dedicated report in Synergy that actively tracks this data for reference/intervention. Research a system of incentives aimed at recognizing and rewarding improved attendance among our chronically absent students.</p> <p>Renew our relationship with both PGPD (for wellness checks) and the district attorney regarding student safety and truancy.</p> <p>Creation of an attendance/engagement staff team that looks at progress monthly (adjunct duty).</p>	All students	None

There are no costs associated with these activities.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The data had some very interesting findings. It appears that all three of our student groups that we monitored improved their attendance.

Hispanic students: 10.6% absentee rate; a decline of 12.8%

Socio-economically disadvantaged students: 13.1% absentee rate; a decline 14.6%

Students with disabilities: 14.1% absentee rate; a decline of 9.9%

What we're finding is that fewer students are being categorized as chronically absent, but those who are are missing much more school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This program/goal has no cost other than man hours and meetings, so there are no differences in budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For now, I don't anticipate any changes, though these targeted groups improved, I would like to see this trend (and the trend for all student attendance) to continue to improve.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student learning will improve with academic support services addressing their specific needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$306,300.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$302,560.00
District Funded	\$3,740.00

Subtotal of state or local funds included for this school: \$306,300.00

Total of federal, state, and/or local funds for this school: \$306,300.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	302,560.00
District Funded	3,740.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		302,560.00
	District Funded	3,740.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,520.00
Goal 2	149,380.00
Goal 3	15,400.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Sarah Boyle	Parent or Community Member
Erin High	Parent or Community Member
Darcy Tuinenga	Classroom Teacher
Sean Roach	Principal
	Parent or Community Member
Susan Chavez	Other School Staff
Mona Kada	Parent or Community Member
Angelee Brockmeyer	Parent or Community Member
Abraham Brockmeyer	Secondary Student
Agnieszka Lech	Parent or Community Member
Grayson Fong	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

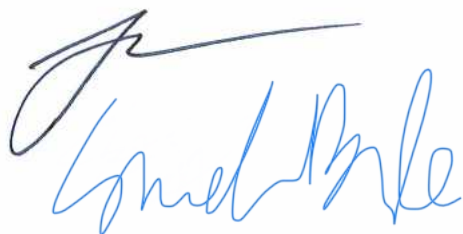
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/13/24.

Attested:



Principal, Sean Roach on 5/15/23

SSC Chairperson, Sarah Boyle on 5/15/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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

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

SUBJECT: Pacific Grove High School Single Plan for Student Achievement for 2023-2024

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2024-2025 school year.

BACKGROUND:

The PGHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), California Healthy Kids Survey (CHKS), Northwest Evaluation Association (MAP), and information from the California Schools Dashboard. On April 18, 2024, the Site Council approved the SPSA.

INFORMATION:

SPSA GOALS AND ACTIONS:

Goal 1: Equitable Academic Outcomes for all students to be College and Career ready upon graduation.

Sub Goal 1: As measured by the California School Dashboard increase the following metrics for all students by 3%: Graduation rate, College to Career Readiness

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn “meets or exceed” with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Hispanic.

Sub Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway to increase our CTE completion percentage by 3%

Strategies to achieve goal 1:

- 1.1 One to one meetings with counselors and students to develop and evaluate four-year academic plans.
- 1.2 Provide academic support classes to students with D/F in core content areas.
- 1.3 Increase enrollment in AVID 1 & 2. AVID qualified students 27000 Donations 2000-2999: Classified Personnel Salaries Donation to fund tutors
- 1.4 Increase the diversity of curriculum across all departments.
- 1.5 Strengthen Professional Learning Communities to foster collaboration, data-driven decision making and continuous improvement.
- 1.6 Implement common assessments where applicable within each department.

- 1.7 Implement common rubrics where applicable within each department.
- 1.8 Continue to develop and implement equitable grading practices, per the Cultural Proficiency Action Plan.
- 1.9 Increase College Credit Course offerings. (Dual Enrollment)
- 1.10 Refine College and Career Center.
- 1.11 Professional development for certificated staff in the area English Learners.
- 1.12 Align curriculum to schoolwide learner outcomes.
- 1.13 Continue to develop pathways and academically rigorous courses that prepare students for college and/or entry into the workforce upon graduation.
- 1.14 Continue our efforts to provide funding for the CTE program with incentive grants. Golden State Pathways Program and College and Career Access Pathways.
- 1.15 Expand career exploration opportunities and integrate career exploration into curriculum across departments.
- 1.16 Continue to offer academic support classes for general education students and students with special needs.

ANALYSIS GOAL 1

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Not all goals were achieved.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional Learning Communities and the College and Career Center continue to be developed and refined.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Numerous strategies were added per WASC 2024 self study and recommendations from the visiting committee. Each new strategy supports greater collaboration and within and across departments.

GOAL 2: Create and Sustain a Safe and Affirming Learning Environment

Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by .5%

Sub Goal 2: Increase, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

Strategies to achieve Goal 2:

- 2.1 Implement Sandy Hook Promise Say Something Anonymous Reporting System.
- 2.3 Implement with fidelity Restorative Approaches.
- 2.4 Increase awareness of services provided through Outreach Counselor.

- 2.5 Leadership class activities - Increase opportunities for students to be involved in a variety of school activities.
- 2.6 Monthly review of attendance data and provide necessary interventions as appropriate.
- 2.7 Provide a variety of educational workshops for parents/guardians.
- 2.9 Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents.
- 2.10 Professional Development for staff in the areas of equity and inclusion.
- 2.11 Increase awareness of services provided through Licensed Mental Health Therapist.
- 2.12 Provide professional development to staff in the area of youth social-emotional health.

ANALYSIS GOAL 2

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did not meet the expected outcome in each goal as measured by the CHKS. We did see a positive increase in all areas.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Restorative Approaches has been introduced but training was not provided. Restorative Approaches is practiced by administration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide ongoing training and promotion of new program - Sandy Hook Promise Say Something Anonymous Reporting System.

Goal 3 Cultural Proficiency

Sub Goal 1: Staff will build an inclusive school culture.

Sub Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

Strategies to achieve Goal 3:

- 3.1 Continue to develop and implement equitable grading practices, per the Cultural Proficiency Plan.
- 3.2 Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Plan.
- 3.3 Reduce language barriers by providing information in a variety of languages.
- 3.4 Professional development for staff - diversity, equity and inclusion.

ANALYSIS GOAL 3

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New goal specific to cultural proficiency.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal specific to cultural proficiency.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New goal specific to cultural proficiency.

FISCAL IMPACT:

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

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove High School	27-66134-2733657	April 18, 2024	May 23, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pacific Grove High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pacific Grove High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Pacific Grove High School's (PGHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGHS has developed goals in the areas of English Language Arts, mathematics, science, social emotional learning, and safety and cultural proficiency.

Educational Partner Involvement

How, when, and with whom did Pacific Grove High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

PGHS administration held meetings through out the school year with the school site council. In addition, the goals were shared with PGHS staff.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Graduation Rate - orange - 87.1% graduated, declined 6.8%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pacific Grove High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.4%	1.23%	1.1%	8	7	6
African American	2.8%	1.93%	2.19%	16	11	12
Asian	8.1%	8.07%	8.23%	47	46	45
Filipino	3.3%	3.33%	2.93%	19	19	16
Hispanic/Latino	22.0%	20.53%	18.1%	128	117	99
Pacific Islander	0.9%	1.05%	0.91%	5	6	5
White	59.5%	59.47%	60.88%	346	339	333
Multiple/No Response	1.0%	1.93%	2.56%	6	11	14
Total Enrollment				582	570	547

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	136	162	133
Grade 10	157	123	159
Grade 11	153	140	117
Grade 12	136	145	138
Total Enrollment	582	570	547

Conclusions based on this data:

1. Enrollment continues to decline from one school year to the next.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	16	13	14	2.70%	2.3%	2.6%
Fluent English Proficient (FEP)	95	94	83	16.30%	16.5%	15.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. As overall enrollment declines so does the number of students identified as EL.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	140	133	107	0	121	97	0	121	97	0.0	91.0	90.7
All Grades	140	133	107	0	121	97	0	121	97	0.0	91.0	90.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2671.	2662.		49.59	44.33		30.58	37.11		11.57	14.43		8.26	4.12
All Grades	N/A	N/A	N/A		49.59	44.33		30.58	37.11		11.57	14.43		8.26	4.12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		48.76	44.33		43.80	52.58		7.44	3.09
All Grades		48.76	44.33		43.80	52.58		7.44	3.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		51.24	51.55		38.84	38.14		9.92	10.31
All Grades		51.24	51.55		38.84	38.14		9.92	10.31

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		23.97	14.43		70.25	82.47		5.79	3.09
All Grades		23.97	14.43		70.25	82.47		5.79	3.09

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		38.02	31.96		53.72	64.95		8.26	3.09
All Grades		38.02	31.96		53.72	64.95		8.26	3.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Listening has consistently shown to be an area of improvement.
2. Writing is consistently shown to be an area of strength.
3. PGHS needs to increase the overall participation rate to meet the minimum threshold of 95%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	140	133	107	0	121	96	0	121	96	0.0	91.0	89.7
All Grades	140	133	107	0	121	96	0	121	96	0.0	91.0	89.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2643.	2624.		31.40	25.00		28.93	26.04		17.36	22.92		22.31	26.04
All Grades	N/A	N/A	N/A		31.40	25.00		28.93	26.04		17.36	22.92		22.31	26.04

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		38.02	37.50		37.19	38.54		24.79	23.96
All Grades		38.02	37.50		37.19	38.54		24.79	23.96

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		33.88	26.04		55.37	58.33		10.74	15.63
All Grades		33.88	26.04		55.37	58.33		10.74	15.63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		31.40	23.96		59.50	64.58		9.09	11.46
All Grades		31.40	23.96		59.50	64.58		9.09	11.46

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Concepts and Procedures has consistently shown to be an area of strength.
2. Communicating Reasoning and Problem Solving and Modeling/Data Analysis has the lowest percentage At or Near Standard.
3. PGHS needs to increase the overall participation rate to meet the minimum threshold of 95%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	4	5
10	*	*	*	*	*	*	*	*	*	*	*	4
11	*	*	*	*	*	*	*	*	*	*	4	*
12	*	*	*	*	*	*	*	*	*	5	*	4
All Grades										13	13	14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	0.00	35.71	38.46	38.46	21.43	30.77	53.85	28.57	7.69	7.69	14.29	13	13	14

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	23.08	28.57	46.15	61.54	35.71	23.08	7.69	28.57	7.69	7.69	7.14	13	13	14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	0.00	21.43	53.85	7.69	42.86	15.38	69.23	21.43	23.08	23.08	14.29	13	13	14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	0.00	35.71	76.92	92.31	50.00	15.38	7.69	14.29	13	13	14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.85	76.92	35.71	38.46	23.08	42.86	7.69	0.00	21.43	13	13	14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.69	42.86	84.62	23.08	35.71	15.38	69.23	21.43	13	13	14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	0.00	7.14	69.23	92.31	78.57	15.38	7.69	14.29	13	13	14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. With such a small number of students who are identified as English Learners the percentages can swing up or down based on just one or two students.
2. Continued targeted support for all students identified as English Learners is required and will be accomplished through a dedicated class.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
547	15.7	2.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pacific Grove High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.6
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	86	15.7
Students with Disabilities	81	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.2
American Indian	6	1.1
Asian	45	8.2
Filipino	16	2.9
Hispanic	99	18.1
Two or More Races	14	2.6
Pacific Islander	5	0.9
White	333	60.9

Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged are our largest sub group of students.
2. Students identified as Hispanic and Asian are our two largest Race/Ethnicity groups outside of the majority group - White.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Graduation Rate Orange	Suspension Rate Yellow
Mathematics Yellow	Chronic Absenteeism No Performance Color	
College/Career High		

Conclusions based on this data:

1. Academic Performance - English Language Arts continues to be an area of strength. Mathematics continues to be an area of growth.
2. Academic Engagement - Graduation rate is orange - a decrease of 6.8% down to 87.1% from 93.9%. Explanation - The dashboard uses the four-year cohort model to calculate the graduation rate instead of the 12th-grade cohort

model. The former is a measure that tracks all students who enrolled in Pacific Grove High School in the Fall of 2019. Any students who left our district and did not graduate count against our percentage.

3. Conditions and Climate - While we strive for no suspensions, all suspensions were warranted. There were no repeat offenders.

School and Student Performance Data

Academic Performance English Language Arts

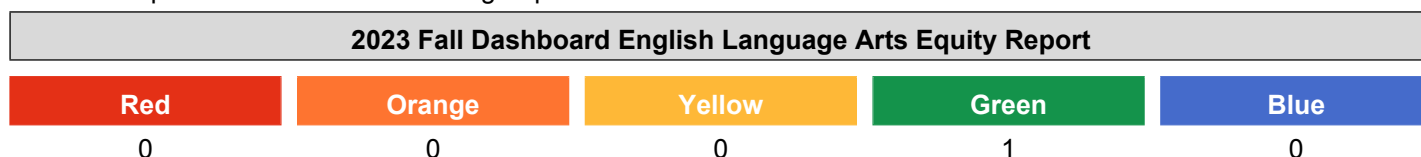
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 59.3 points above standard Decreased -12.3 points 104 Students	English Learners Less than 11 Students 2 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 25.8 points above standard Increased Significantly +15.9 points 17 Students	Students with Disabilities 73.6 points below standard Decreased Significantly -17.2 points 16 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
10.2 points above standard Decreased Significantly - 48.7 points 21 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 64.9 points above standard Decreased -4.9 points 69 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 1 Student	69 points above standard Maintained -0.5 points 86 Students

Conclusions based on this data:

1. Decrease in all reported groups.
2. An area of growth continues to be our students who are identified as Students With Disabilities score 73.6 points below standard
3. PGHS must meet the minimum participation rate of 95%.

School and Student Performance Data

Academic Performance Mathematics

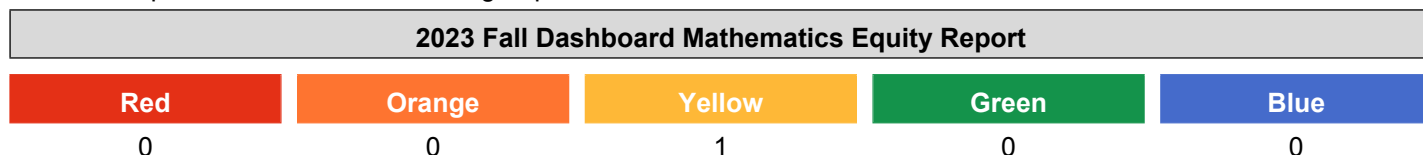
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 23.8 points below standard Decreased Significantly -24.7 points 104 Students	English Learners Less than 11 Students 2 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 60.6 points below standard Increased +14.1 points 17 Students	Students with Disabilities 188.6 points below standard Decreased Significantly -35.2 points 16 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
81.3 points below standard Decreased Significantly - 45.3 points 21 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 14.3 points below standard Decreased -13.6 points 69 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 1 Student	13.1 points below standard Decreased Significantly -16.3 points 86 Students

Conclusions based on this data:

1. Decrease in all reported groups.
2. An area of growth continues to be our students who are identified as Students With Disabilities score 188.6 points below standard.
3. PGHS must meet the minimum participation rate of 95%.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
54.5 points above standard making progress towards English language proficiency
Number of EL Students: 11 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	3	0	6

Conclusions based on this data:

- Continued targeted support for all students identified as English Learners is required and will be accomplished through a dedicated class.
- Continued professional development is required to support all students identified as English Learners.

School and Student Performance Data

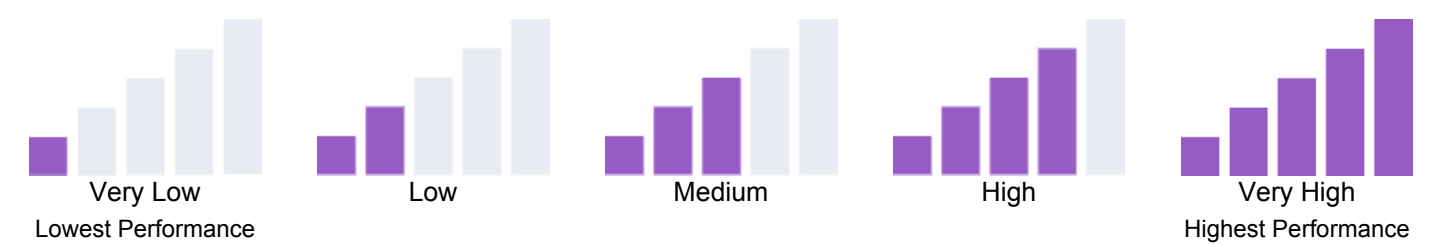
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

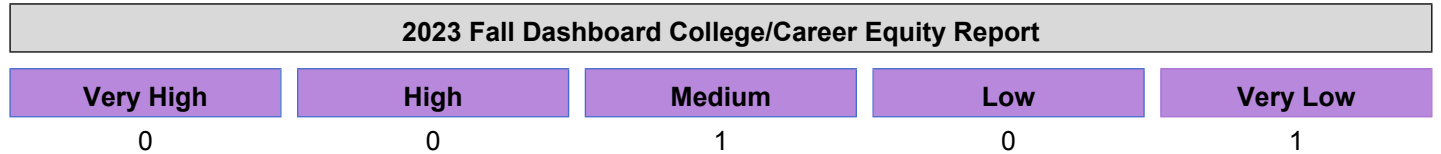
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

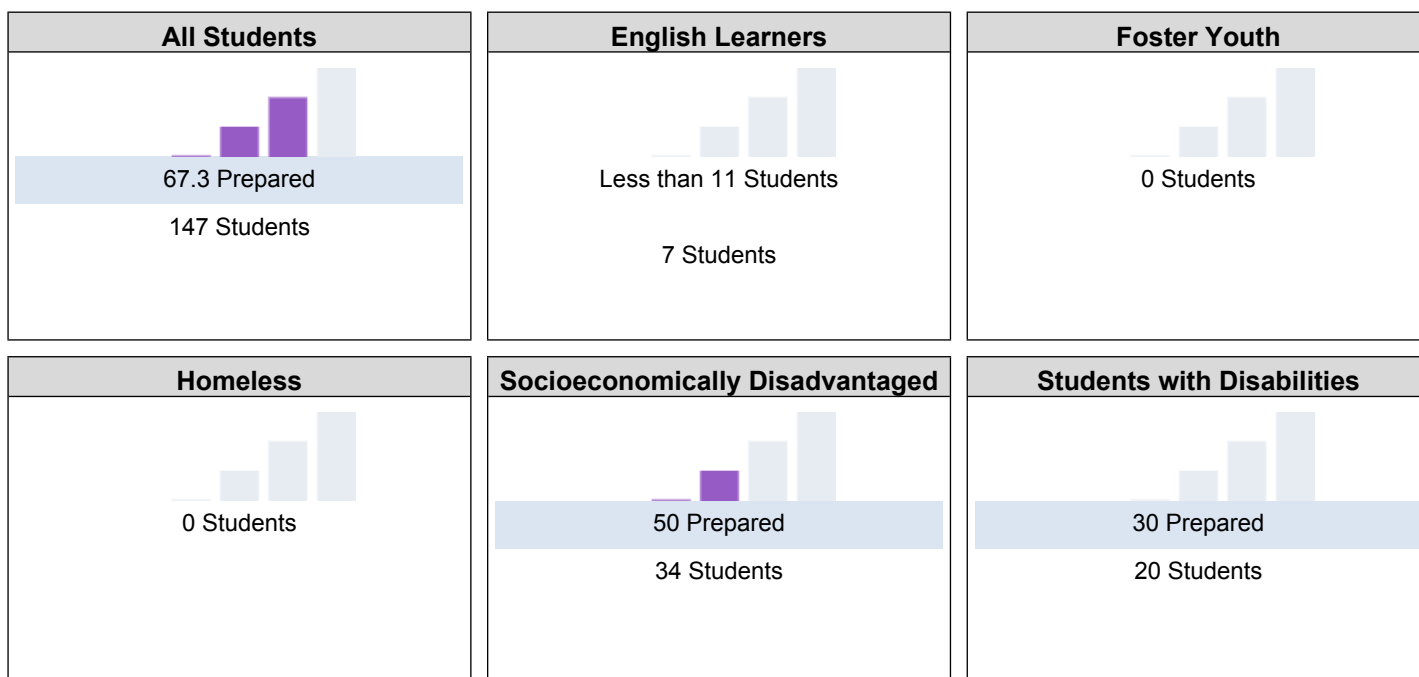


This section provides number of student groups in each level.

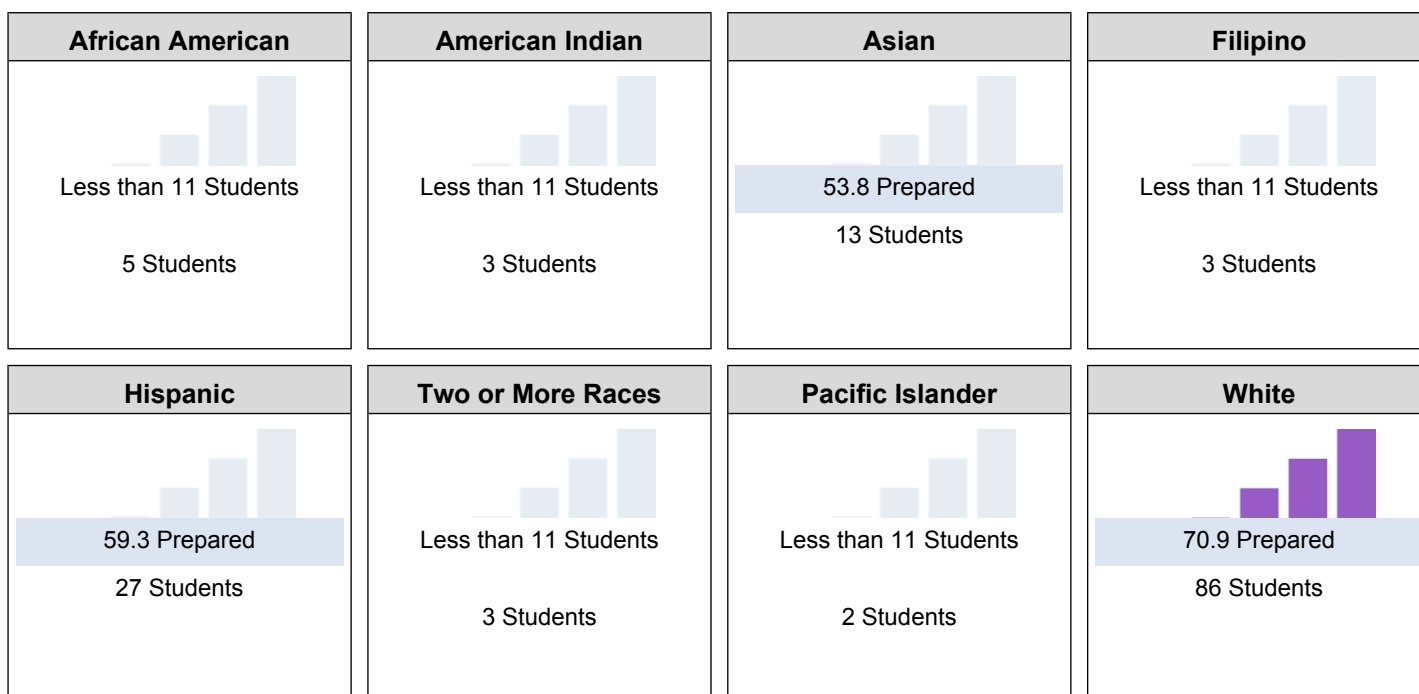


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. PGHS received a rating of High for all students.
2. There is a gap between Asian and Hispanic students when compared to White students. PGHS needs to continue to provide academic support to close the achievement gap.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



No Performance Color

0 Students

English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

0 Students









Students with Disabilities



No Performance Color

0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. No data provided.

School and Student Performance Data

Academic Engagement Graduation Rate

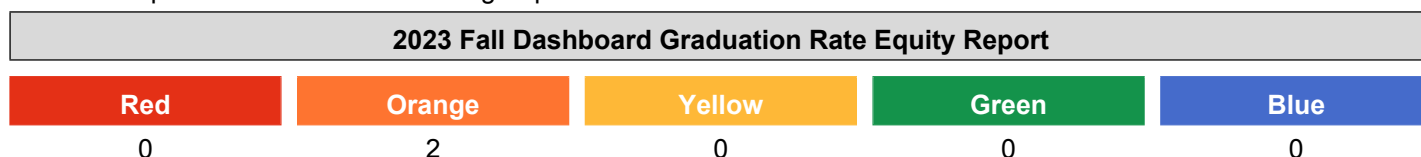
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."




This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 87.1% graduated Decreased Significantly -6.8 147 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 82.4% graduated Decreased Significantly -15.5 34 Students	Students with Disabilities 60% graduated Decreased Significantly -30 20 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 3 Students	84.6% graduated Decreased Significantly - 15.4 13 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
85.2% graduated Decreased Significantly -6.2 27 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Orange 87.2% graduated Decreased Significantly -7.9 86 Students

Conclusions based on this data:

1. Administration, Counselors, and teachers will continue to monitor student graduation eligibility and provide necessary interventions and supports.
2. Graduation rate is orange - a decrease of 6.8% down to 87.1% from 93.9%. Explanation - The dashboard uses the four-year cohort model to calculate the graduation rate instead of the 12th-grade cohort model. The former is a measure that tracks all students who enrolled in Pacific Grove High School in the Fall of 2019. Any students who left our district and did not graduate count against our percentage.

School and Student Performance Data

Conditions & Climate Suspension Rate

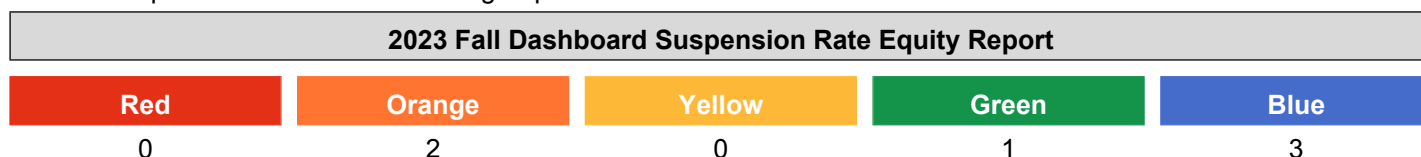
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 2% suspended at least one day Maintained -0.2 562 Students	English Learners 0% suspended at least one day Maintained 0 18 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined -2.7 98 Students	Students with Disabilities Orange 5.7% suspended at least one day Increased 2.4 88 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 7.7% suspended at least one day Increased 7.7 13 Students	American Indian Less than 11 Students 6 Students	Asian  Blue 0% suspended at least one day Maintained 0 47 Students	Filipino 0% suspended at least one day Maintained 0 16 Students
Hispanic  Orange 2.9% suspended at least one day Increased 0.5 102 Students	Two or More Races  Blue 0% suspended at least one day Declined -6.7 32 Students	Pacific Islander Less than 11 Students 5 Students	White  Green 1.8% suspended at least one day Declined -0.5 341 Students

Conclusions based on this data:

1. While we strive for no suspensions, all suspensions were warranted. There were no repeat offenders.
2. Suspension rate for all students maintained with a .2 decline.
3. While administration utilizes Restorative Approaches, full training of staff is needed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable Academic Outcomes for all students to be College and Career ready upon graduation.

Sub Goal 1: As measured by the California School Dashboard increase the following metrics for all students by 3%:
Graduation rate, College to Career Readiness

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and science increase by 3% the number of students who earn "meets or exceed" with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Hispanic.

Sub Goal 3: Provide opportunities for students to complete a Career Technical Education (CTE) pathway to increase our CTE completer percentage by 3%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)

PGUSD will create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 3 - Differentiation and Intervention efforts in support of Unduplicated Pupil Populations (Prosperity)

Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the graduation rate, CAASPP ELA, math and CAST.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	93.8/87.1	95.8%
College/Career	63.8%/67.3	66.8%
CAASPP English	80% All Students Exceed/Met/81.44%	85%
CAASPP Mathematics	60% All Students Exceed/Met/51.04%	69%

California Science Test (CAST)	55.75% All Students Exceed/Met 57.01	58%
Completed at Least One Career Technical Education (CTE) Pathway	13.6% Baseline	16.6%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	One to one meetings with counselors and students to develop and evaluate four-year academic plans.	All Students	
1.2	Provide academic support classes to students with D/F in core content areas.	All Students	
1.3	Increase enrollment in AVID 1 & 2.	AVID qualified students	27000 Donations 2000-2999: Classified Personnel Salaries Donation to fund tutors
1.4	Increase the diversity of curriculum across all departments.	All Students	
1.5	Strengthen Professional Learning Communities to foster collaboration, data-driven decision making and continuous improvement.	All Students	
1.6	Implement common assessments where applicable within each department.	All Students	
1.7	Implement common rubrics where applicable within each department.	All Students	
1.8	Continue to develop and implement equitable grading practices, per the Cultural Proficiency Action Plan.	All Students	
1.9	Increase College Credit Course offerings. (Dual Enrollment)	All Students	
1.10	Refine College and Career Center.	All Students	
1.11	Professional development for certificated staff in the area English Learners.	Students Identified as English Language Learners	
1.12	Align curriculum to schoolwide learner outcomes.	All Students	
1.13	Continue to develop pathways and academically rigorous courses that prepare students for college and/or entry into the workforce upon graduation.	All Students	
1.14	Continue our efforts to provide funding for the CTE program with incentive grants. Golden State Pathways Program and College and Career Access Pathways.	All Students	
1.15	Expand career exploration opportunities and integrate career exploration into curriculum across departments.	All Students	
1.16	Continue to offer academic support classes for general education students and students with special needs.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented as stated. Not all goals were achieved.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional Learning Communities and the College and Career Center continue to be developed and refined.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Numerous strategies were added per WASC 2024 self study and recommendations from the visiting committee. Each new strategy support greater collaboration and within and across departments.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by .5%

Sub Goal 2: Increase, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Social Emotional Learning (Safety & Belonging)

All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel safe and connected to school and know that they belong.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2.2%/2%	1.7%
CHKS	Sense of safety 68%/69%	71%
CHKS	Connectedness for students 56%/59%	59%
CHKS	Caring Adult Relationships 59%/60%	62%
CHKS	Academic Motivation 60%/64	66%
CHKS	Promotion of parental involvement 48.5% baseline	51.5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Implement Sandy Hook Promise Say Something Anonymous Reporting System.	All Students	
2.3	Implement with fidelity Restorative Approaches.	All Students	
2.4	Increase awareness of services provided through Outreach Counselor.	All Students	
2.5	Leadership class activities - Increase opportunities for students to be involved in a variety of school activities.	All Students	
2.6	Monthly review of attendance data and provide necessary interventions as appropriate.	All Students	
2.7	Provide a variety of educational workshops for parents/guardians.	All Students	
2.9	Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents.	All Students	
2.10	Professional Development for staff in the areas of equity and inclusion.	All Students	
2.11	Increase awareness of services provided through Licensed Mental Health Therapist.	All Students	
2.12	Provide professional development to staff in the area of youth social-emotional health.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We did not meet the expected outcome in each goal as measured by the CHKS. We did see a positive increase in all areas.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Restorative Approaches has been introduced but training was not provided. Restorative Approaches is practiced by administration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide ongoing training and promotion of new program - Sandy Hook Promise Say Something Anonymous Reporting System.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural Proficiency

Goal 1: Staff will build an inclusive school culture.

Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)

PGUSD will create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 4 - Cultural Proficiency (Belonging)

PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel safe and connected to school and know that they belong. We must update our curriculum to provide more "mirrors than windows."

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	Connectedness for students 59% baseline	62%
Lesson Plans	100% of teachers will create one lesson / baseline	100% of teachers will create five lessons at minimum.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to develop and implement equitable grading practices, per the Cultural Proficiency Plan.	All Students	
3.2	Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Plan.	All Students	
3.3	Reduce language barriers by providing information in a variety of languages.	All Students	
3.4	Professional development for staff - diversity, equity and inclusion.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

New goal specific to cultural proficiency.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal specific to cultural proficiency.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New goal specific to cultural proficiency.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$27,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$27,000.00

Subtotal of state or local funds included for this school: \$27,000.00

Total of federal, state, and/or local funds for this school: \$27,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Donations	27,000.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	27,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Donations	27,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lito M Garcia	Principal
Adrienne D'Amico	Classroom Teacher
Alex Morrison	Classroom Teacher
Lysa Ogburn	Classroom Teacher
Perrine Adams	Parent or Community Member
Francis Coen	Parent or Community Member
Donna Ferraro	Parent or Community Member
DiAnna Gamecho	Other School Staff
Larry Haggquist	Other School Staff
Mary Lowen	Secondary Student
Lily Lundquist	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 18, 2024.

Attested:



Principal, Lito M. Garcia on April 18, 2024



SSC Chairperson, Francis Coen on April 18, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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

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

SUBJECT: Pacific Grove Community High School Single Plan for Student Achievement for 2024-2025

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2024-2025 school year.

BACKGROUND:

The PGCHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), California Healthy Kids Survey (CHKS), Northwest Evaluation Association (MAP), and information from the California Schools Dashboard. On April 18, 2024, the Site Council approved the SPSA.

INFORMATION:

Goal 1 Equitable Academic Outcomes for all students.

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

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and CAST increase by 3% the number of students who earn “meets or exceed” with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Hispanic.

Strategies to achieve goal 1:

- 1.1 Provide access to College/Career indicators.
- 1.2 Increase matriculation of graduating seniors to community colleges or vocational programs, including military service.
- 1.3 100% of PGCHS seniors will complete key components of post-secondary readiness, including a resume, a FAFSA application (or comparable financial aid application/plan), or vocational education portfolio and a Personal Finance course.
- 1.4 Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Action Plan.
- 1.5 Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies.
- 1.6 Continue to develop pathways and academically rigorous courses that prepare students for college and/or entry into the workforce upon graduation.

- 1.7 Increase College Credit Course offerings.
- 1.8 Continue system to monitor and support students community service hours towards graduation.
- 1.9 Provide career pathway learning opportunities through guest speakers and activities.
- 1.10 Implement school wide project based learning.
- 1.11 After school extended learning opportunities - to remediate and/or extend learning.
- 1.12 Create opportunities for cross-curricular collaboration.
- 1.13 Expand career exploration opportunities and integrate career exploration into the curriculum.
- 1.14 Strengthen Professional Learning Communities to foster collaboration, data-driven decision making and continuous improvement.
- 1.15 Continue to work with equitable grading.
- 1.16 Continue to focus on curriculum and grading alignment.

ANALYSIS GOAL 1

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented. Graduation goal continues to be met.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Extended learning opportunities, while offered to all students continue to be an area of weakness - lack of attendance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New strategies have been added based on recommendations from the 2024 WASC visit.

Goal 2 Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by 1%

Sub Goal 2: Increase or maintain, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

Strategies to achieve Goal 2:

- 2.2 Implement Sandy Hook Promise Say Something Anonymous Reporting System.
- 2.3 Implement with fidelity Restorative Approaches. All Students
- 2.4 Continue to make students aware of services provided through Outreach Counselor.
- 2.5 Increase opportunities for students to be involved in a variety of school activities.
- 2.6 Monthly review of attendance data and provide necessary interventions as appropriate.
- 2.8 Provide a variety of educational workshops for parents/guardians.
- 2.9 Weekly "check-ins" conducted with students as a whole with the purpose of providing support and learning opportunities.
- 2.11 Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents.
- 2.13 Continue bi-weekly student and family conferences.
- 2.14 Continue student and family annual planning/orientation meeting.
- 2.15 Continue to make students aware of services provided through Licensed Mental Health Therapist.
- 2.16 Provide professional development to staff in the area of youth social-emotional health.

ANALYSIS GOAL 2

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented. Student's needs were met through the increased presence of our Outreach Counselor and Licensed Mental Health Therapist.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While goals were not met the percentage of student satisfaction with the overall educational program at PGHCS remains high and above the state average.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide ongoing training and promotion of new program - Sandy Hook Promise Say Something Anonymous Reporting System.

Goal 3 Cultural Proficiency

Sub Goal 1: Staff will build an inclusive school culture.

Sub Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

Strategies to achieve Goal 2:

3.1 Continue to develop and implement equitable grading practices, per the Cultural Proficiency Action Plan

3.2 Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Action Plan

3.3 Continue to reduce language barriers by providing information in a variety of languages.

3.4 Professional development for staff - diversity, equity and inclusion.

ANALYSIS GOAL 3

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New goal specific to cultural proficiency.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal specific to cultural proficiency.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New goal specific to cultural proficiency.

FISCAL IMPACT:

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

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Community High School	27661342731115	April 18, 2024	May 23, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pacific Grove Community High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pacific Grove Community High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Pacific Grove Community High School's (PGCHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGCHS has developed goals in the areas of English Language Arts, mathematics, science, social emotional learning, and safety and cultural proficiency.

Educational Partner Involvement

How, when, and with whom did Pacific Grove Community High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site council meeting was held to ratify the SPSA. In addition teacher and staff input was sought outside of the Site Council meeting.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No data provided on California School Dashboard - Less than 11 students - data not displayed for privacy.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No data provided on California School Dashboard - Less than 11 students - data not displayed for privacy.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

NWEA/MAP data shows students continue to need academic support English Language Arts and mathematics.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pacific Grove Community High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	5.3%	%	0%	1		0
Asian	5.3%	7.69%	0%	1	1	0
Filipino	%	%	0%			0
Hispanic/Latino	26.3%	38.46%	30%	5	5	3
Pacific Islander	%	%	0%			0
White	63.2%	46.15%	60%	12	6	6
Multiple/No Response	%	7.69%	10%		1	1
Total Enrollment				19	13	10

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	2	1	1
Grade 11	7	3	4
Grade 12	10	9	5
Total Enrollment	19	13	10

Conclusions based on this data:

1. Enrollment continues to fluctuate from one school year to the next.
2. Not reflected in the data - enrollment does increase by the second semester of each school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	0	1	0	0.00%	7.7%	0.0%
Fluent English Proficient (FEP)	2	2	1	10.50%	15.4%	10.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. There is minimal fluctuation in the number of students identified as English Learners from one school year to the next.
2. No students have reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11	5	9	0	*	8	0	*	7	0.0		88.9
All Grades	11	5	9	0	*	8	0	*	7	0.0		88.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11	5	9	0	*	9	0	*	9	0.0		100.0
All Grades	11	5	9	0	*	9	0	*	9	0.0		100.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										0	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*	*		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*	*		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*	*		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*	*		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
10	70	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pacific Grove Community High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless	1	10
Socioeconomically Disadvantaged	7	70
Students with Disabilities	2	20

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	3	30
Two or More Races	1	10
White	6	60

Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged are our largest subcategory of students.
2. Students identified as Hispanic are the largest Race/Ethnicity group outside of the majority group - White.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

College/Career
No Status Level

Academic Engagement

Chronic Absenteeism



No Performance Color

Conditions & Climate

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

Academic Performance English Language Arts

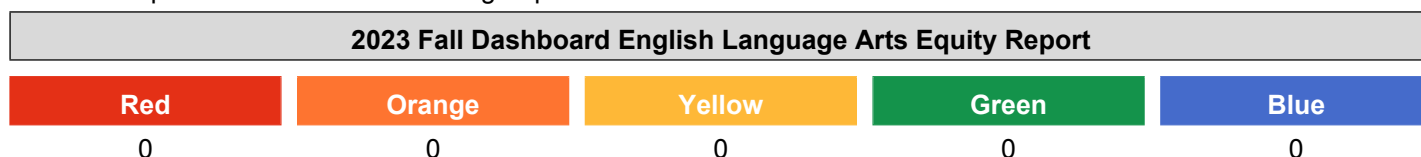
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Less than 11 Students 4 Students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 4 Students	Students with Disabilities Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 1 Student	Two or More Races Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only Less than 11 Students 3 Students
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Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

Academic Performance Mathematics

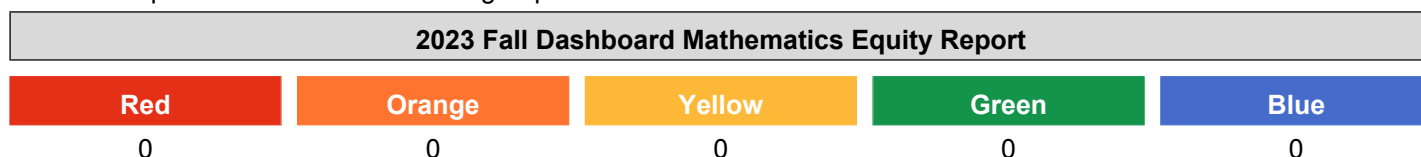
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Less than 11 Students 4 Students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 4 Students	Students with Disabilities Less than 11 Students 2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students 3 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 1 Student
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

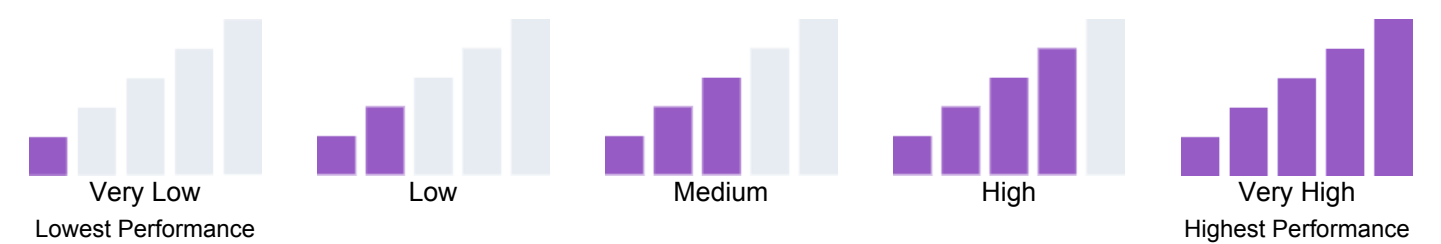
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

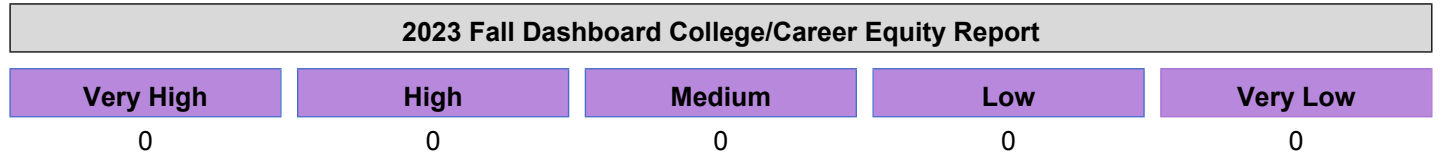
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

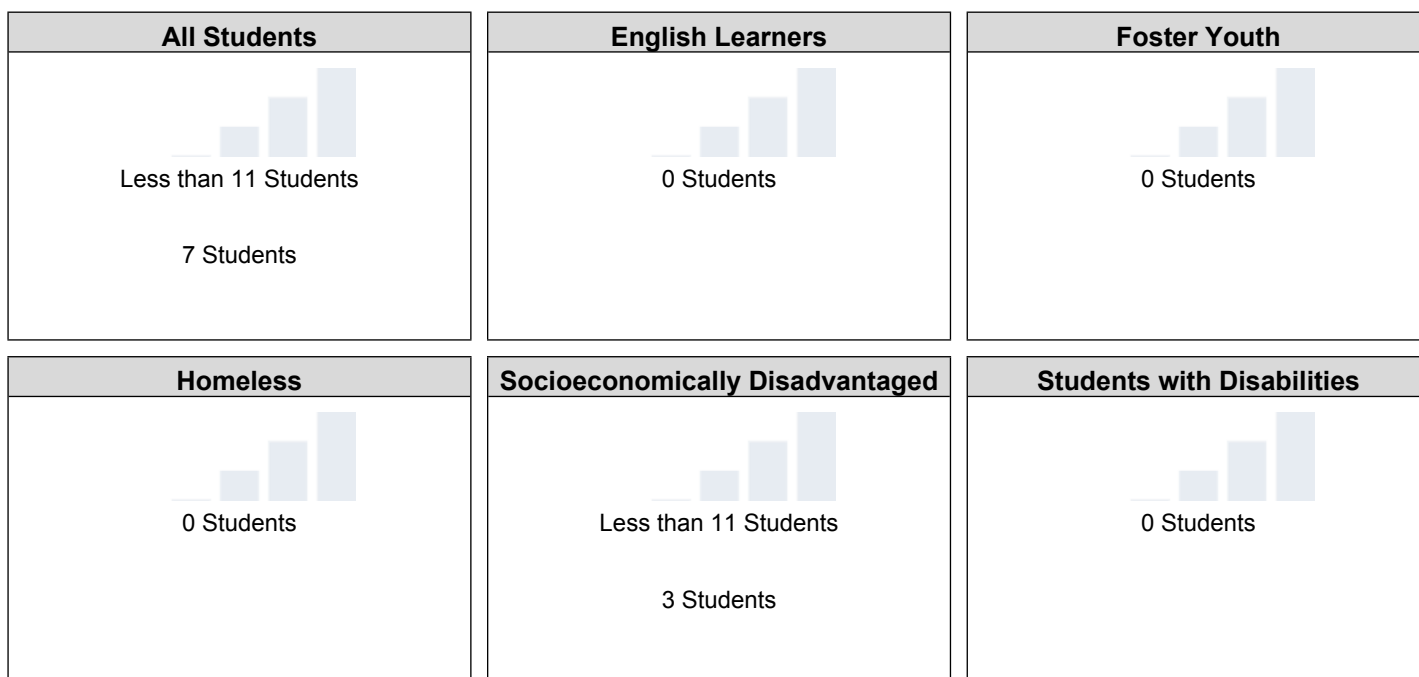


This section provides number of student groups in each level.

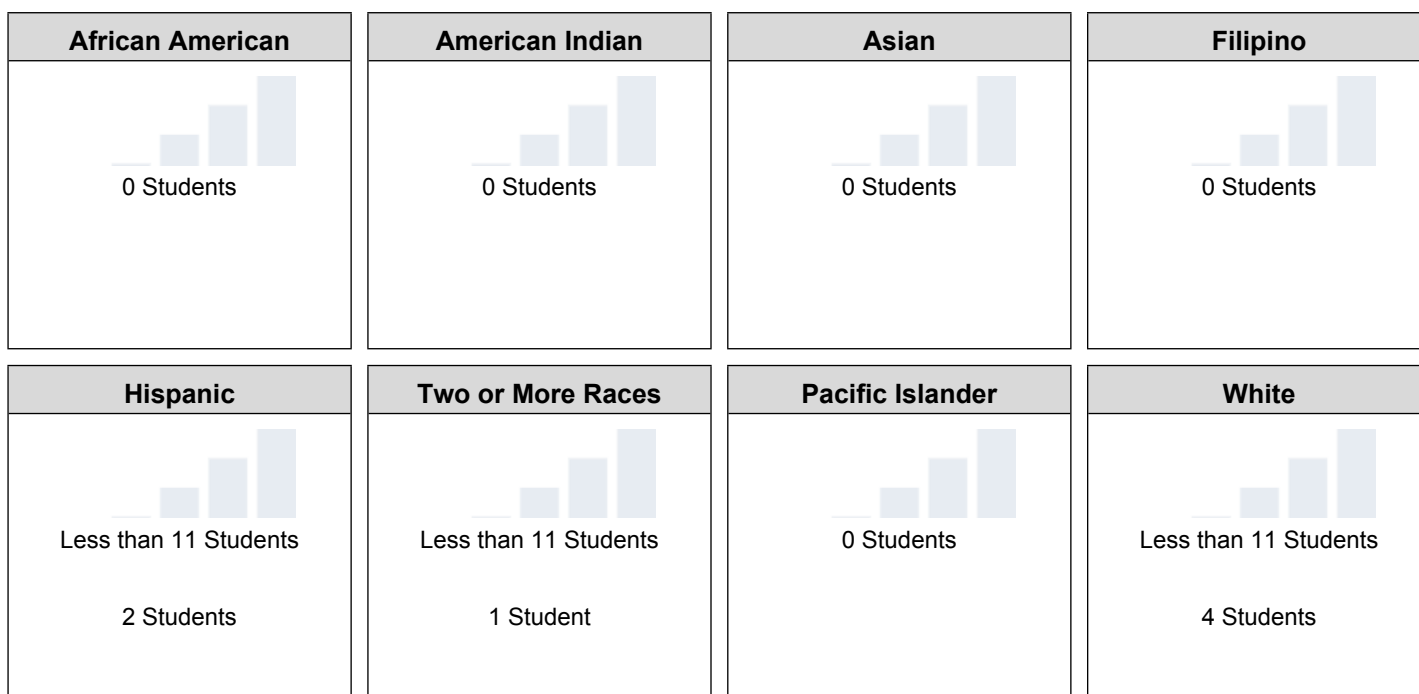


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



No Performance Color

0 Students

English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

0 Students









Students with Disabilities



No Performance Color

0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

Academic Engagement Graduation Rate

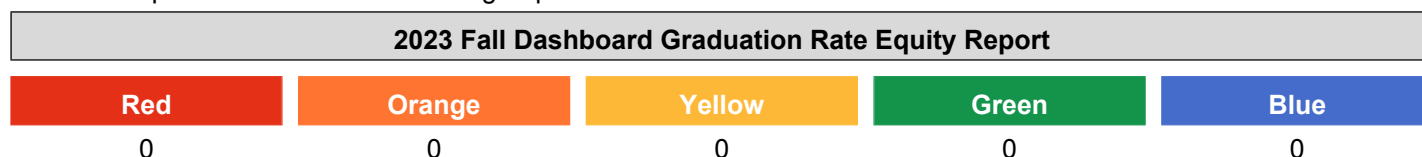
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Less than 11 Students 7 Students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 3 Students	Students with Disabilities  No Performance Color 0 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 2 Students	Two or More Races Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 4 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

School and Student Performance Data

Conditions & Climate Suspension Rate

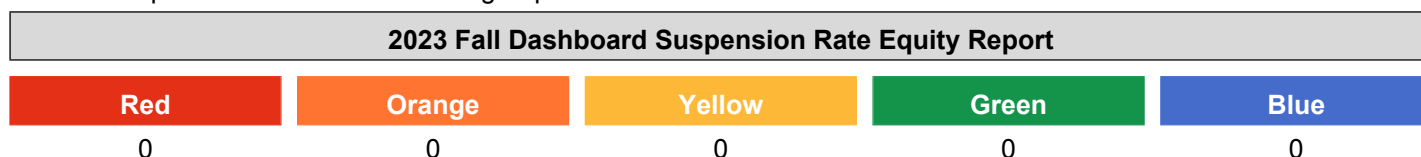
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students 22.7% suspended at least one day Increased 17.7 22 Students	English Learners Less than 11 Students 1 Student	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged 15.4% suspended at least one day 13 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 1 Student	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 8 Students	Two or More Races Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White <div>33.3% suspended at least one day</div> 12 Students

Conclusions based on this data:

1. No data provided - less than 11 students - data not displayed for privacy.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable Academic Outcomes for all students.

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

Sub Goal 2: As measured by the CAASPP in English Language Arts, math and CAST increase by 3% the number of students who earn "meets or exceed" with special attention paid to students identified as English Learners, socioeconomically disadvantaged, special needs, and Hispanic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)

PGUSD will create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 3 - Differentiation and Intervention efforts in support of Unduplicated Pupil Populations (Prosperity)

Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase English Language Arts and mathematics skills across all grade levels.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	100%	100%
CAASPP English	Unknown	50%
CAASPP Mathematics	Unknown	50%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide access to College/Career indicators.	All Students	
1.2	Increase matriculation of graduating seniors to community colleges or vocational programs, including military service.	All Students	
1.3	100% of PGCHS seniors will complete key components of post-secondary readiness, including a resume, a FAFSA application (or comparable financial aid application/plan), or vocational education portfolio and a Personal Finance course.	All students	
1.4	Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Action Plan.	All Students	
1.5	Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies.	All Students	
1.6	Continue to develop pathways and academically rigorous courses that prepare students for college and/or entry into the workforce upon graduation.	All Students	
1.7	Increase College Credit Course offerings.	All Students	
1.8	Continue system to monitor and support students community service hours towards graduation.	All Students	
1.9	Provide career pathway learning opportunities through guest speakers and activities.	All Students	
1.10	Implement school wide project based learning.	All Students	
1.11	After school extended learning opportunities - to remediate and/or extend learning.	All Students	
1.12	Create opportunities for cross-curricular collaboration.	All Students	
1.13	Expand career exploration opportunities and integrate career exploration into the curriculum.	All Students	
1.14	Strengthen Professional Learning Communities to foster collaboration, data-driven decision making and continuous improvement.	All Students	
1.15	Continue to work with equitable grading.	All Students	
1.16	Continue to focus on curriculum and grading alignment.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented. Graduation goal continues to be met.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Extended learning opportunities, while offered to all students continues to be an area of weakness - lack of attendance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New strategies have been added based on recommendations from the 2024 WASC visit.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Create and Sustain a Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by 1%

Sub Goal 2: Increase or maintain, as measured by the California Healthy Kids Survey (CHKS) by 3% in the areas of school perceived as very safe or safe, school connectedness, academic motivation, caring adult relationships, and promotion of parental involvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Social Emotional Learning (Safety & Belonging)

All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel safe and connected to school and know that they belong.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	School Perceived As Very Safe or Safe 100% / 92%	100%
CHKS	School Connectedness 98% / 80%	100%
CHKS	Academic Motivation 75% / 67%	78%
CHKS	Caring Adult Relationships 100% / 86%	100%
CHKS	Promotion of Parental Involvement 99% / 85%	99%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.2	Implement Sandy Hook Promise Say Something Anonymous Reporting System.	All Students	
2.3	Implement with fidelity Restorative Approaches.	All Students	
2.4	Continue to make students aware of services provided through Outreach Counselor.	All Students	
2.5	Increase opportunities for students to be involved in a variety of school activities.	All Students	
2.6	Monthly review of attendance data and provide necessary interventions as appropriate.	All Students	
2.8	Provide a variety of educational workshops for parents/guardians.	All Students	
2.9	Weekly "check-ins" conducted with students as a whole with the purpose of providing support and learning opportunities.	All Students	
2.11	Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents.	All Students	
2.13	Continue bi-weekly student and family conferences.	All Students	
2.14	Continue student and family annual planning/orientation meeting.	All Students	
2.15	Continue to make students aware of services provided through Licensed Mental Health Therapist.	All Students	
2.16	Provide professional development to staff in the area of youth social-emotional health.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented. Student's needs were met through increased presence of our Outreach Counselor and Licensed Mental Health Therapist.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While goals were not met the percentage of student satisfaction with the overall educational program at PGHCS remains high and above the state average.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide ongoing training and promotion of new program - Sandy Hook Promise Say Something Anonymous Reporting System.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural Proficiency

Sub Goal 1: Staff will build an inclusive school culture.

Sub Goal 2: Teachers will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Overall Program (Prosperity)

PGUSD will create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.

Goal 4 - Cultural Proficiency (Belonging)

PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all students to succeed academically, socially, and emotionally, they must feel connected to school and know that they belong. We must update our curriculum to provide more "mirrors than windows."

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	School Connectedness 80%	98% previous year.
Lesson Plans	100% of teachers will create one lesson / baseline	100% of teachers will create five lessons at minimum.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to develop and implement equitable grading practices, per the Cultural Proficiency Action Plan	All Students	
3.2	Continue to develop and enhance diverse curricula across all departments per the Cultural Proficiency Action Plan	All Students	
3.3	Continue to reduce language barriers by providing information in a variety of languages.	All Students	
3.4	Professional development for staff - diversity, equity and inclusion.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

New goal specific to cultural proficiency.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal specific to cultural proficiency.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New goal specific to cultural proficiency.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Lito M. Garcia	Principal
Adrienne D'Amico	Classroom Teacher
Alex Morrison	Classroom Teacher
Lysa Ogburn	Classroom Teacher
Perrine Adams	Parent or Community Member
Francis Cohen	Parent or Community Member
Donna Ferraro	Parent or Community Member
DiAnna Gamecho	Other School Staff
Larry Haggquist	Other School Staff
Mary Lowen	Secondary Student
Lily Lundquist	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 18, 2024.

Attested:



Principal, Lito M. Garcia on April 18, 2024



SSC Chairperson, Frances Cohen on April 18, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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

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

SUBJECT: Peninsula Sports Inc.

DATE: May 23rd, 2024

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Peninsula Sports Inc. and Pacific Grove Middle School (PGMS) to provide sports services for the 2024-2025 school year.

BACKGROUND:

For the past 23 years, Peninsula Sports, Inc. has provided the scheduling of referees for PGMS sports activities (volleyball, soccer, and basketball).

INFORMATION:

The firm currently provides the only opportunity for referees at our games.

FISCAL IMPACT:

The total contract for the middle school is not to exceed \$1200 and is paid for by PGMS After-School Athletics budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT: Peninsula Sports, Inc.

SITE/DEPARTMENT Pacific Grove Middle School

SUBMITTED BY Sean Roach

FUNDING SOURCE Athletics Budget 01-0000-0-1110-4200-5800-00-005-8000-0720

AGREEMENT TOTAL AMOUNT \$1200

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and **Peninsula Sports Inc.** ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve **Scheduling Specialist** shall use their specialized experience and skills to organize, maintain and serve in this capacity. Services shall include but not be limited to: **schedule referees for Pacific Grove Middle School scheduled league volleyball, soccer, and basketball games for 2024-2025 school year.**
2. **Term.** Consultant shall commence providing services under this Agreement on **8/6/24**, and will diligently perform as required and complete performance by **6/1/25**.
3. **Compensation.** District agrees to pay \$1200 to the Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$1200 during the term of this Agreement. The district shall pay the Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
 - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
 - 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
 - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. Material violation of this Agreement by the Consultant; or
 - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

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

Consultant

Name: Peninsula Sports Inc.
 Address: 1732 Fremont Blvd. Suite 200B
 City/State/Zip: Seaside, CA 93955
 Business Phone: 831-241-1101
 Email (Optional): tom@psirefs.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - ☐ DOJ Clearance Previously Received
 - ☐ Fingerprinting/Criminal Background Check-Consultant himself/herself

- ☐ Fingerprinting done by the organization independently (declare under perjury)-
Consultant's Employee(s)
☒ N/A (no direct contact with students)

23. **W-9.** Consultant has provided a completed:

☒ W-9 Form

24. **Type of Business Entity:**

- ☐ Corporation, State
☒ Individual
☐ Partnership
☐ Limited Liability Company
☐ Sole Proprietorship
☐ Limited Partnership
☐ Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: [Manager]

Title: [Title]

Date: _____

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

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

Signature _____ Date _____

Director of Human Resources

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

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

SUBJECT: Premier Studios of California

DATE: May 23rd, 2024

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Premier Studios Inc. and Pacific Grove Middle School (PGMS) to provide photography services for the 2024-2025 school year.

BACKGROUND:

Premier Studios has provided photography services for over 17 years with PGMS.

INFORMATION:

Premier Studios will provide school pictures, IDs, student of the month pictures, sports pictures, 8th grade Panorama and Promotion pictures for the 2024-2025 school year, at no charge.

FISCAL IMPACT:

There is no fiscal impact for this service to the school or district. Premier Studios collects payment from the families who choose to purchase the photo packages directly from the company (reasonable prices). The Student of the Month photos are free of charge to those families whose students are chosen for Student of the Month.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT: Premier Studios of California

SITE/DEPARTMENT Pacific Grove Middle School

SUBMITTED BY Sean Roach

FUNDING SOURCE N/A

AGREEMENT TOTAL AMOUNT \$0

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and **Premier Studios** ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve **photographer** shall use their specialized experience and skills to organize, maintain and serve in this capacity. Services shall include but not be limited to: **photograph school picture day/retakes, sports pictures, student of the month pictures, and 8th grade Promotion pictures.**
2. **Term.** Consultant shall commence providing services under this Agreement on **8/6/24**, and will diligently perform as required and complete performance by **6/1/25**.
3. **Compensation.** District agrees to pay \$0. to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$0 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
- 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
- 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
- 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
- 7.3.1. Material violation of this Agreement by the Consultant; or
- 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.
- Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

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

Consultant

Name: Premier Studios of California
 Address: 4746 W. Jennifer Ave. #101
 City/State/Zip: Fresno, CA 93722
 Business Phone: 559-274-9231
 Email (Optional): premierstudios@comcast.net

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - ☒ DOJ Clearance Previously Received
 - ☐ Fingerprinting/Criminal Background Check-Consultant himself/herself

- ☐ Fingerprinting done by the organization independently (declare under perjury)-
Consultant's Employee(s)
☐ N/A (no direct contact with students)

23. **W-9.** Consultant has provided a completed:

☒ W-9 Form

24. **Type of Business Entity:**

- ☐ Corporation, State
☒ Individual
☐ Partnership
☐ Limited Liability Company
☐ Sole Proprietorship
☐ Limited Partnership
☐ Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed **AFTER** Board approval)

Consultant

(Can sign **BEFORE** Board's approval)

Signature: _____

Name: [Manager]

Title: [Title]

Date: _____

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed **AFTER** Board approval)

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

Signature _____ Date _____

Director of Human Resources

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

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

SUBJECT: Beem Video

DATE: May 23rd, 2024

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Beem Video and Photography and Pacific Grove Middle School (PGMS) to videotape the PGMS Musical for the 2024-2025 school year. Parents purchase the download to view the musical. The reason for the sale to view the musical is because PGMS Drama department self-funds their musicals.

BACKGROUND:

Beem Video and Photography has provided videography services to PGMS for 5 years.

INFORMATION:

Beem Video and Photography will complete a large scale musical production of our 2024-2025 PGMS Drama students that can be purchased by our PGMS families.

FISCAL IMPACT:

The total contract for the middle school is not to exceed \$400.00 for the 2024-2025 school year and is paid by the ASB Drama Budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT: Beem Video

SITE/DEPARTMENT Pacific Grove Middle School - Drama

SUBMITTED BY Sean Roach

FUNDING SOURCE ASB Drama Budget

AGREEMENT TOTAL AMOUNT \$400

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and **Beem Video** ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve **videographer** shall use their specialized experience and skills to organize, maintain and serve in this capacity. Services shall include but not be limited to: **recording PGMS Musical making, necessary editing for color and lights.**
2. **Term.** Consultant shall commence providing services under this Agreement on **8/6/24**, and will diligently perform as required and complete performance by **6/1/25**.
3. **Compensation.** District agrees to pay \$400. to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$400 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
- 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
- 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
- 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
- 7.3.1. Material violation of this Agreement by the Consultant; or
- 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.
- Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

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

Consultant

Name: Beem Video
 Address: 836 2nd Street
 City/State/Zip: Pacific Grove, CA 93950
 Business Phone: 805-801-9054
 Email (Optional):

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - ☒ DOJ Clearance Previously Received
 - ☐ Fingerprinting/Criminal Background Check-Consultant himself/herself

- ☐ Fingerprinting done by the organization independently (declare under perjury)-
Consultant's Employee(s)
☐ N/A (no direct contact with students)

23. **W-9.** Consultant has provided a completed:

☒ W-9 Form

24. **Type of Business Entity:**

- ☐ Corporation, State
☒ Individual
☐ Partnership
☐ Limited Liability Company
☐ Sole Proprietorship
☐ Limited Partnership
☐ Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed AFTER Board approval)

Consultant

(Can sign BEFORE Board's approval)

Signature: _____

Name: [Manager]

Title: [Title]

Date: _____

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed AFTER Board approval)

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

Signature _____ Date _____

Director of Human Resources

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

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

SUBJECT: Contract for Service with MaryLee and Pacific Grove Adult School

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Barbara Martinez, Principal

RECOMMENDATION:

The District Administration recommends the Board ratify and approve the contract for services with Marylee Sunseri to provide Parent Enrichment classes at Pacific Grove Adult School for 2024-2025 school year.

BACKGROUND:

Pacific Grove Adult Education provides parent education music enrichment workshops for parents enrollment in age related classes. MaryLee Sunseri's music workshops have supported parent education classes for many years and have provided parents the skills needed to increase social emotional engagement with their children.

INFORMATION:

Adult students will learn songs and rhythmic movement patterns to engage with their babies and toddlers which are developmentally specific and lead to the development of speech, language, and literacy skills. Services are to be provided for the 2024-2025 school year:

FISCAL IMPACT:

Budgeted not to exceed \$10,000

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

CONSULTANT FULL NAME MaryLee Sunseri

TAX I.D. NUMBER* 571-76-5725 (Consultant to complete)

SITE/DEPARTMENT Parents' Place, Pacific Grove Adult Education

SUBMITTED BY Barbara Martinez

ACCOUNT CODE Click or tap here to enter text.

FUNDING SOURCE Click or tap here to enter text.

AGREEMENT TOTAL AMOUNT \$9000.

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made as of May 6, 2024 between the Pacific Grove Unified School District ("District") and MaryLee Sunseri ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a Parent Enrichment Music Instructor. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: performing music enrichment for parents/caregivers with children ages 0-4 years.
2. **Term.** Consultant shall commence providing services under this Agreement on 7-1-2024, and will diligently perform as required and complete performance by 6-14-2025.
3. **Compensation.** District agrees to pay \$9000. to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$9000. during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
 - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
 - 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
 - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. Material violation of this Agreement by the Consultant; or
 - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the

correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement. (Applicable only if checked under Section 20, Submittal of Documents.)
9. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
10. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
11. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
12. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
13. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
14. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States

mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District**Consultant**

Pacific Grove Unified School District
435 Hillcrest Avenue
Pacific Grove, CA 93950
ATTENTION: Song Chin-Bendib,
Assistant Superintendent/CBO

Name MaryLee Sunseri
Address: 380 Martin St
City/State/Zip: Monterey, CA 93940
Phone: 831-917-8904
Email: maryleesunseri@yahoo.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

15. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
16. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
17. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
18. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
22. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
23. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the following documents:

☐ Signed Agreement

- ☐ Fingerprinting/Criminal Background Investigation Certification
☐ W-9 Form
☐ TB Declaration
☐ SafeSchools Training – completed within 6 weeks (Certification of Completion document required)

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Consultant

By: _____
 Name: Barbara Martinez
 Title: Principal PGAE
 Date: 5-14-24

By: _____
 Name: MaryLee Sunseri
 Date: _____

Consultant Information (Consultant to complete):

Address: 380 Martin St, Monterey, CA
 Telephone: 831-917-8904
 E-Mail: maryleesunseri@yahoo.com

Type of Business Entity:

- ☐ Corporation, State
☒ Individual
☐ Partnership
☐ Limited Liability Company
☐ Sole Proprietorship
☐ Limited Partnership
☐ Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

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

Consent
☒ Action/Discussion
☐ Information/Discussion
☐ Public Hearing

SUBJECT: Pacific Grove Unified School District Independent Consultant Agreement with Musson Theatrical

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the Independent Consultant Agreement with Musson Theatrical.

BACKGROUND:

Musson Theatrical is the company we have used in the past to purchase our stage lights for the Sea Wing Theater. They also provide a service to repair and update lighting systems.

INFORMATION:

This Independent Consultant Agreement is for contracted work to repair, ship and install lights in the Sea Wing Theater.

FISCAL IMPACT:

\$2,100.00 to be paid through ASB.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT INDEPENDENT CONSULTANT AGREEMENT

CONSULTANT Musson Theatrical)

SITE/DEPARTMENT [Pacific Grove High School/After School Drama

SUBMITTED BY [Lito Garcia, Principal Pacific Grove High School]

FUNDING SOURCE [Wells Fargo Associated Student Body Account

#AGREEMENT TOTAL AMOUNT \$2,100.00

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and Tacos Don Beto – food truck
WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as videographer. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: [providing repair and replacement work for the theater lights in the Sea Wing Theatre
2. **Term.** Consultant shall commence providing services under this Agreement on June 1, 2024, and will diligently perform as required and complete performance by June 30, 2024.
3. **Compensation.** District agrees to pay \$2,100.00 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed the shared revenue amount during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
- 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
- 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
- 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
- 7.3.1. Material violation of this Agreement by the Consultant; or
- 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.
- Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

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

Consultant

Name: [Musson Theatrical - Kim Wood]
 Address: [890 Walsh Ave.
 City/State/Zip: [Santa Clara, CA 95050
 Business Phone: [408-986-0210]
 Email kwood@musson.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
23.
 - DOJ Clearance Previously Received by District
 - Fingerprinting done by the organization independently (declare under perjury)-
 - Consultant's Employee(s)
 - ☐ X No direct contact or interaction with students

24. **W-9.** Consultant has provided a completed:

☒ W-9 Form

25. **Type of Business Entity:**

☒ Corporation, State
Individual

☐ Partnership

☐ Limited Liability Company

☐ Sole Proprietorship

☐ Limited Partnership

☐ Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed **AFTER** Board approval)

Consultant

(Can sign **BEFORE** Board's approval)

Signature: _____

Name: [Josh Jörn]

Title: [Assistant Superintendent]

Date: _____

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed **AFTER** Board approval)

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

Signature _____ Date _____

Director of Human Resources

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

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

SUBJECT: Pacific Grove Plan for Provision of Educational Services to Expelled Students

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Barbara Martinez, Safety Director

RECOMMENDATION:

The District Administration recommends the Board review and approve the PGUSD plan for Educational Services to Expelled Students

BACKGROUND:

The Monterey County Office of Education, in collaboration with 25 partner school districts, review and amends their triennial expulsion plans. These plans describe educational services to expelled students.

INFORMATION:

This plan outlines the educational alternatives to expulsion for students in Pacific Grove Unified School District. It enumerates existing educational alternatives for expelled students, identifies gaps in educational services and provides strategies for filling service gaps. This plan also identifies alternative placements for students who are expelled and fail to meet the terms of their rehabilitation plan or who pose a danger to other district students as determined by the governing board.

FISCAL IMPACT:

No fiscal impact.



Pacific Grove Unified School District

Pacific Grove, California

2024-2027 EXPULSION PLAN

Existing Educational Alternatives for Expelled Students and Strategies for Improvement for the next three years (2024-2027)

1. What are the current educational alternatives for expelled students?

- As a small school district with very low incidence of expulsion hearings, the following alternatives to expulsion may include but are not limited to the following:
- A stipulated expulsion with specific terms or guidelines which the student will have to follow within the terms of the agreement for expulsion.
- Counseling that addresses the specific need(s) of the student. Pacific Grove High School has an outreach counselor that specifically works to address behavior intervention.
- Participate in Restorative Practices program
- Referral to Monterey County Social Services
- Referral to Monterey County Office of Education or North Monterey County Unified School District for Independent Studies

Monterey County Court School requires a formal placement of students into their program by the juvenile court or probation department representatives. Placement into this program may be non-residential or residential and the status of the expulsion does not have an impact on eligibility or placement.

2. Identify gaps in educational services to expelled students.

There were no identified gaps noted in our educational services to expelled students since 2021.

3. What alternative placements exist for expelled students placed in district community day school programs, but fail to meet the terms and conditions of their rehabilitation plan, or, who pose a danger to other students?

Pacific Grove Unified School District is a small school district, with a low incidence of expelled students, we do not offer a district community day school program. When an expulsion is recommended, we recommend that it is stipulated and that interventions are placed to specifically address the behavior(s) of the student.

4. Site and District Level Behavioral Intervention Practices to Minimize Suspensions and Expulsions

Sites have implemented Restorative Justice Behavior Intervention Programs. District has implemented Mindful practices: Elementary Sites utilize Toolbox, Middle School Character Strong and the High School utilizes ASB/Breaker Buddies and Freshman Academy to create a sense of unity and equity ensuring inclusivity among all students

In an effort to minimize suspensions and expulsions the high school uses Restorative Practices and, when necessary, seeks alternative settings to continue educational services for the student. A holistic approach is used to identify appropriate disciplinary measures. This is achieved through a process of behavioral documentation with our SIS system looking at behavior history and patterns of behavior. With our adherence to a progressive approach to discipline with PBIS Multi-tiered interventions we look to provide support services whenever possible (e.g. Sunset Center, OHANA, Outreach Counseling, Canine Behavior Interventions).

Educating our students about the importance of decision making by exposing them to information regarding the harmful effects of drug, tobacco, and alcohol abuse is a priority at the high school. We achieve this through guest speakers, our SRO Andrea Hill, messaging from our student leadership team, and our health class.

5. Coordination Practices Between Pacific Grove Unified and MCOE in Providing Educational Placements for Expelled Students

Pacific Grove Unified School District maintains a positive relationship with the Monterey County Office of Education. Once the Board of Trustees determines that a student is expelled from the district, the student is referred to the County Office of Education for placement at a school or program that would enable them to meet the terms and conditions of their rehabilitation plan. Another option for placement is a referral to North Monterey County Unified School District Independent Study Program.

Pacific Grove Unified School District will continue to utilize behavioral interventions and provide alternatives to suspension and expulsion when responding to student discipline.

Board Approved:

Brian Swanson, Board President

Date

Dr. Linda Adamson, District Superintendent

Date

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

☒ Consent
☐ Action/Discussion
☐ Information/Discussion
☐ Public Hearing

SUBJECT: Board Policy Updates

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Dr. Linda Adamson, Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve the Board Policy, Administrative Regulation, and Board Bylaw updates recently reviewed by the Board Policy Committee on April 16, 2024.

BACKGROUND:

The Board Policy Committee contains two Trustees (Carolyn Swanson and Jennifer McNary) who meet with Administrators responsible for whatever policies are up for review/discussion. The Board Policy Committee reviews the updates provided by CSBA (explanation below) as well as any Board requested policies or Administrative recommendations. The following updates were reviewed as Action/Discussion, and are now returning to the current meeting as Consent for final Board approval, with an added note for AR 6170.1 and ~~BP 0415~~.

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

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

INFORMATION:

At the April 16, 2024 Board Policy Committee meeting, the committee reviewed the CSBA policy updates from March 2024, as well as Board requested and Administrative recommended updates.

MARCH 2024 CSBA POLICY UPDATES**Board Policy 0450 – Comprehensive Safety Plan**

- Reviewed by Assistant Superintendent
- Option 1; No other recommended changes

Administrative Regulation 0450 – Comprehensive Plan

- Reviewed by Assistant Superintendent
- No recommended changes

Board Policy 3516 – Emergency And Disaster Preparedness Plan

- Reviewed by Assistant Superintendent
- No recommended changes

Administrative Regulation 3516 – Emergency and Disaster Preparedness

- Reviewed by Assistant Superintendent
- No recommended changes

Board Policy 3550 – Food Service/Child Nutrition Program

- Reviewed by Assistant Superintendent
- No recommended changes

Administrative Regulation 3550 – Food Service/Child Nutrition Program

- Reviewed by Assistant Superintendent
- No recommended changes

Board Policy 3551 – Food Service Operations/Cafeteria Fund

- Reviewed by Assistant Superintendent
- No recommended changes

Administrative Regulation 3551 – Food Service Operations/Cafeteria Fund

- Reviewed by Assistant Superintendent
- Option 2; No other recommended changes

Board Policy 3553 – Free and Reduced Price Meals

- Reviewed by Assistant Superintendent
- No recommended changes

Administrative Regulation 3553 – Free and Reduced Price Meals

- Reviewed by Assistant Superintendent
- Add Director of Food Services; No recommended changes

Board Policy 4111/4211/4311 – Recruitment and Selection

- Reviewed by Director II of Human Resources
- No recommended changes

Administrative Regulation 4112.5/4212.5/4312.5 – Criminal Record Check

- Reviewed by Director II of Human Resources
- No recommended changes

Exhibit(1) 4112.5/4212.5/4312.5 – Criminal Record Check

- Reviewed by Director II of Human Resources
- No recommended changes

Board Policy 4118 – Dismissal/Suspension/Disciplinary Action

- Reviewed by Director II of Human Resources
- No recommended changes

Regulation 4118 – Dismissal/Suspension/Disciplinary Action

- Reviewed by Director II of Human Resources
- No recommended changes

Board Policy 4140/4240/4340 – Bargaining Units

- Reviewed by Director II of Human Resources
- No recommended changes

Board Policy 4157/4257/4357 – Employee Safety

- Reviewed by Director II of Human Resources/Assistant Superintendent
- No recommended changes

Administrative Regulation 4157/4257/4357 – Employee Safety

- Reviewed by Director II of Human Resources/Assistant Superintendent
- No recommended changes

Administrative Regulation 4157.1/4257.1/4357.1 – Work-Related Injuries

- Reviewed by Director II of Human Resources
- No recommended changes

Board Policy 4218 – Dismissal/Suspension/Disciplinary Action

- Reviewed by Director II of Human Resources
- No recommended changes

Administrative Regulation 4218 – Dismissal/Suspension/Disciplinary Action

- Reviewed by Director II of Human Resources
- No recommended changes

Board Policy 5126 – Awards for Achievement

- Reviewed by Director of Curriculum and Special Projects
- Remove “Scholarship and Loan Fund”; No other recommended changes

Administrative Regulation 5126 – Awards for Achievement

- Reviewed by Director of Curriculum and Special Projects
- No recommended changes

Board Policy 5141.21 – Administering Medication and Monitoring Health Conditions

- Reviewed by Director of Student Services
- Option 2; No other recommended changes

Board Policy 5144 – Discipline

- Reviewed by Superintendent
- No recommended changes

Administrative Regulation 5144 – Discipline

- Reviewed by Superintendent
- No recommended changes

Board Policy 6115 – Ceremonies and Observances

- Reviewed by Superintendent
- No recommended changes

Administrative Regulation 6115 – Ceremonies and Observances

- Reviewed by Superintendent
- No recommended changes

Board Policy 6141.2 – Recognition of Religious Beliefs and Customs

- Reviewed by Superintendent
- No recommended changes

Administrative Regulation 6141.2 – Recognition of Religious Beliefs and Customs

- Reviewed by Superintendent
- No recommended changes

Board Bylaw 9320 – Meetings and Notices

- Reviewed by Superintendent
- No recommended changes

Board Bylaw 9323.2 – Actions by the Board

- Reviewed by Superintendent
- No recommended changes

Exhibit(1) 9323.2 – Actions by the Board

- Reviewed by Superintendent
- No recommended changes

~~Board Policy 0415 – Equity~~

- ~~• Reviewed by Superintendent & Director of Curriculum and Special Projects~~
- ~~• Recommended changes redlined in document~~

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

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

SUBJECT: RATIFICATION Out of County or Overnight Activities

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Joshua Jorn, Assistant Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and ratify the PGHS Varsity Softball CCS Playoff Out of County request.

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
2023-24 OUT OF COUNTY OR OVERNIGHT ACTIVITIES

	<u>Date(s)</u>	<u>Destination</u>	<u>Student/ Class/ Activity</u>	<u>Transportation</u>	<u>Cost</u>	<u>Funding Source</u>
RATIFICATION	5/18/2024	Fremont High School Sunnyvale, CA	PGHS Varsity Softball CCS Playoffs	Charter	\$ 1,544.75	Athletics

RATIFICATION

PACIFIC GROVE UNIFIED SCHOOL DISTRICT PGHS REQUEST FOR OFF CAMPUS ACTIVITY

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

Date of Activity: 5/18/2024 Day of Activity: Saturday
 Activity Name/ Location: CCS playoff-Fremont High School Address: 575 W Fremont Ave
 City: Sunnyvale County: Santa Clara
 School: Pacific Grove High School Teacher/ Class or Club: Varsity Softball Grade: 9-12
 School Departure Time: 8 a.m. Pickup Time from Place of Activity: 1 p.m.
 Name(s) of Employee(s) Accompanying Students: Sal Lucido Richard Lantero
 Number of Adults: 2 Number of Students: 14
 (Total Chaperones)
 Description of Activity/ Educational Objective: CCS playoff game
 List All Stops: Fremont High school

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

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

Name(s) of Auto Drivers (subject to change): _____
 () Form-OCA-1 Release of Driver Record Information is on file with the District _____
 () Form-OCA-2 Personal Automobile Information is on file with the District _____
 () Fingerprint clearance is on file with the District _____

Requested By: Chris Morgan Chris Morgan Date: 05/14/2024
 Employee Signature (accompanying students) (Printed Name)

Administrative Approval/Principal: Lito M Garcia Date: 05/14/2024

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

Cost of Activity: \$ _____ + Cost of Transportation: \$1544.75 + Cost of Substitute: \$ _____ = Total Cost (Est): \$1,544.75

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

Account Code: 01-0000-0-1176-4200-5820-00-006-8000-0720

TRANSPORTATION DEPARTMENT/ DISTRICT OFFICE USE

Date Received: _____ Transportation Available: _____

Transportation Type: () School Bus () Charter

Approved by Transportation Supervisor: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Board Approval: _____ Date of Board Approval: _____

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

☐ Consent
☐ Action/Discussion
☐ Information/Discussion
☒ Public Hearing

SUBJECT: FY 2024-25 Adopted Budget Public Hearing

DATE: May 23, 2024

PERSON RESPONSIBLE: Joshua Jorn, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board review and adopt the District General Fund Budget and all other Funds for fiscal year 2024-25.

BACKGROUND:

The District Adopted Budget is a reflection of the education programs of the District expressed in terms of the allocation of financial resources. The General Fund Adopted Budget includes anticipated revenues and the distribution of those revenues among educational programs and support services. Assumptions are developed to ensure that the final budget documents, General Fund and Other Funds, are a complete and accurate reflection of the intent of the Board.

INFORMATION:

The attached budget documents include the most recent set of assumptions regarding enrollment, State Teacher Retirement System (STRS) and Public Employees Retirement System (PERS) employer contribution rates, property tax revenue, staffing and other pertinent factors (Budget Details) that were used in preparing the final 2024-25 Adopted Budget.

Below are some key components of the 2024-25 Adopted Budget:

- 1) Enrollment: District enrollment is projected at 1,787 students, an ***increase of 20 students*** over FY 2023-24.
- 2) STRS and PERS employer contribution rates: The CalSTRS Board is set to exercise its new rate-setting authority in an action at its June 2024 meeting. Unfortunately, it will not provide enough time for LEAs to make budget adjustments. Therefore, PGUSD is applying the rate recommended by the actuary: **27.3%**.
 - 2023-24: CalSTRS rate will remain flat at **19.1%**
 - 2023-24: CalPERS will **increase by 1.31% to 27.3%**
- 3) Property Tax Revenue: Property tax revenue for 2024-25 is projected to **increase by 5.5%** over the 2023-24 actuals. This represents a projected increase of **\$1,905,114 to \$36,543,563**

- 4) Categorical Funding: All the state categoricals have been combined into one LCFF line item. The District's share increased for 2023-24 due to increase in TK/K to **\$2,505,456..**
- 5) Site Allocations: The per pupil remains at \$150. This is the same rate as FY2023-24. Preliminary distribution is at 97% of the projected enrollment data and will be adjusted to reflect actual CBEDs in October.
- 6) General Fund: An operating **deficit is projected at (\$283,588)** while the Unrestricted Reserve level has been reduced to a projected **9.7%**.
- 7) Other Funds for 2023-24:
 - a) Adult Education Fund – Projected Beginning Fund Balance is **\$138,580**
 - b) Child Development Fund – Projected Beginning Fund Balance is **\$137,716**
 - c) Cafeteria Fund – Projected Beginning Fund Balance is **\$754,190**
 - d) Deferred Maintenance Fund – Projected Beginning Fund Balance is **\$424,023**
 - e) Postemployment Benefits Fund – Projected Beginning Fund Balance is **\$6,407**
 - f) Building Fund – Projected Fund Beginning Balance is **\$2,331,763**
 - g) Capital Outlay Projects Fund – Projected Beginning Fund Balance is **\$866,789**
- 8) Salaries and Benefits: Salary negotiations with the following groups have been incorporated into the Adopted Budget:
 - Pacific Grove Teachers Association (PG TA) – **3.25% on schedule** and **\$3,300 increase** to Health and Welfare District Contribution
 - California School Employees Association (CSEA) - **PROJECTED (No Current TA) 3.25% on schedule** and **\$3,718.78 increase**
 - Confidential Employees - **4.83% on schedule increase**
 - Adult Education Instructors Employees - **3.25% on schedule increase** and **\$3,300 increase** to Health and Welfare District Contribution
 - Classified and Certificated Management - **3.25% on schedule** and **\$3,300 increase** to Health and Welfare District Contribution

Per Education Code Sections 42127(a)(2)(C) and 42127(c)(4), the District is required to complete a "Statement of Reasons for Excess Reserves" as part of the Adopted Budget documents. Although a school district reserve cap is not currently in effect, a provision of the law relating to reserves was implemented commencing with the 2015-16 fiscal year and continues to be in effect for budgets adopted each fiscal year thereafter.

If the combined amounts in the Components of Ending Fund Balance exceed the District's minimum reserve requirement of 3%, the District is required to present at the public hearing and Adoption Budget a statement of reasons for excess reserve.

FISCAL IMPACT:

Fiscal impact for each fund is contained within the Fund Balances.



www.pgusd.org

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

Dr. Linda Adamson
Superintendent
(831) 646-6520
Fax (831) 646-6500
ladamson@pgusd.org

Joshua Jorn
Assistant Superintendent
(831) 646-6509
Fax (831) 646-6582
josh.jorn@pgusd.org

PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 23, 2024 regarding

ADOPTION OF THE 2024-25 BUDGET (DRAFT) & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 5:30 p.m. in person at the District Office, 435 Hillcrest Avenue, Pacific Grove, CA 93950, and via Zoom (please visit our website at www.pgusd.org to find the Zoom link located on the front-page announcements).

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning May 20, 2024 through May 23, 2024 at the District Office. For more information, please contact Assistant Superintendent Joshua Jorn at 646-6509.

Posted: April 19, 2024

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

412/764

27 66134 0000000
Form 01
F8BARY2HNY(2024-25)

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		37,527,710.00	0.00	37,527,710.00	38,715,228.00	0.00	38,715,228.00	3.2%
2) Federal Revenue	8100-8299		0.00	1,031,788.96	1,031,788.96	0.00	649,268.67	649,268.67	-37.1%
3) Other State Revenue	8300-8599		429,054.00	3,327,496.98	3,756,550.98	501,622.00	3,046,620.56	3,548,242.56	-5.5%
4) Other Local Revenue	8600-8799		973,765.94	1,559,713.98	2,533,479.92	1,330,529.00	1,502,704.00	2,833,233.00	11.8%
5) TOTAL, REVENUES			38,930,529.94	5,918,999.92	44,849,529.86	40,547,379.00	5,198,593.23	45,745,972.23	2.0%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		15,881,854.22	3,816,469.66	19,698,323.88	16,489,321.26	3,342,027.38	19,831,348.64	0.7%
2) Classified Salaries	2000-2999		5,215,509.80	3,495,858.89	8,711,368.69	5,996,973.86	3,118,258.23	9,115,232.09	4.6%
3) Employee Benefits	3000-3999		6,332,402.90	4,361,131.95	10,693,534.85	7,331,906.63	4,192,502.81	11,524,409.44	7.8%
4) Books and Supplies	4000-4999		671,384.50	1,793,454.54	2,464,839.04	526,290.12	575,102.58	1,101,392.70	-55.3%
5) Services and Other Operating Expenditures	5000-5999		3,586,720.47	1,908,904.12	5,495,624.59	2,712,243.66	1,634,549.62	4,346,793.28	-20.9%
6) Capital Outlay	6000-6999		13,678.55	252,230.93	265,909.48	0.00	28,385.73	28,385.73	-89.3%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		0.00	82,000.00	82,000.00	0.00	82,000.00	82,000.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(519,287.51)	355,792.76	(163,494.75)	(46,384.67)	46,384.67	0.00	-100.0%
9) TOTAL, EXPENDITURES			31,182,262.93	16,065,842.85	47,248,105.78	33,010,350.86	13,019,211.02	46,029,561.88	-2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,748,267.01	(10,146,842.93)	(2,398,575.92)	7,537,028.14	(7,820,617.79)	(283,589.65)	-88.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(7,775,334.50)	7,775,334.50	0.00	(7,985,201.67)	7,985,201.67	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,175,334.50)	7,775,334.50	(400,000.00)	(8,385,201.67)	7,985,201.67	(400,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(427,067.49)	(2,371,508.43)	(2,798,575.92)	(848,173.53)	164,583.88	(683,589.65)	-75.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		5,759,205.92	3,459,861.51	9,219,067.43	5,499,680.40	1,153,599.44	6,653,279.84	-27.8%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			5,759,205.92	3,459,861.51	9,219,067.43	5,499,680.40	1,153,599.44	6,653,279.84	-27.8%
d) Other Restatements		9795	167,541.97	65,246.36	232,788.33	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,926,747.89	3,525,107.87	9,451,855.76	5,499,680.40	1,153,599.44	6,653,279.84	-29.6%
2) Ending Balance, June 30 (E + F1e)			5,499,680.40	1,153,599.44	6,653,279.84	4,651,506.87	1,318,183.32	5,969,690.19	-10.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,153,599.44	1,153,599.44	0.00	1,318,183.32	1,318,183.32	14.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	3,998,364.40	0.00	3,998,364.40	3,146,506.87	0.00	3,146,506.87	-21.3%
Property Tax Reserve	0000	9780	165,267.25		165,267.25			0.00	
Deferred Maintenance Reserve	0000	9780	276,846.00		276,846.00			0.00	
STRS/PERS Reserve	0000	9780	103,896.83		103,896.83			0.00	
Basic Aid Reserve	0000	9780	3,386,242.36		3,386,242.36			0.00	
Lottery Unrestricted	1100	9780	60,775.08		60,775.08			0.00	
Basic Aid Reserve	1400	9780	5,336.88		5,336.88			0.00	
Property Tax Reserve	0000	9780			0.00	165,270.00		165,270.00	
Deferred Maintenance Reserve	0000	9780			0.00	276,846.00		276,846.00	
STRS/PERS Reserve	0000	9780			0.00	103,896.91		103,896.91	
Basic Aid Reserve	0000	9780			0.00	2,450,254.26		2,450,254.26	
Lottery Unrestricted/Utilities	1100	9780			0.00	108,121.08		108,121.08	
Basic Aid Reserve	1400	9780			0.00	42,118.62		42,118.62	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,496,316.00	0.00	1,496,316.00	1,500,000.00	0.00	1,500,000.00	0.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	17,958,465.35	(3,104,487.27)	14,853,978.08				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description Resource Codes Object Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
d) with Fiscal Agent/Trustee		9135	6,748,200.00	0.00	6,748,200.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	400,460.08	400,460.08				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			24,711,665.35	(2,704,027.19)	22,007,638.16				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	789,551.18	(1,613.40)	787,937.78				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	6,480,000.00	0.00	6,480,000.00				
5) Unearned Revenue		9650	240.08	0.00	240.08				
6) TOTAL, LIABILITIES			7,269,791.26	(1,613.40)	7,268,177.86				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			17,441,874.09	(2,702,413.79)	14,739,460.30				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	2,505,456.00	0.00	2,505,456.00	2,505,456.00	0.00	2,505,456.00	0.0%
Education Protection Account State Aid - Current Year		8012	332,884.00	0.00	332,884.00	321,554.00	0.00	321,554.00	-3.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tax Relief Subventions									
Homeowners' Exemptions		8021	115,941.00	0.00	115,941.00	124,844.00	0.00	124,844.00	7.7%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	33,170,007.00	0.00	33,170,007.00	34,347,483.00	0.00	34,347,483.00	3.5%
Unsecured Roll Taxes		8042	1,690,841.00	0.00	1,690,841.00	1,792,291.00	0.00	1,792,291.00	6.0%
Prior Years' Taxes		8043	3,793.00	0.00	3,793.00	0.00	0.00	0.00	-100.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	85,000.00	0.00	85,000.00	0.00	0.00	0.00	-100.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			37,903,922.00	0.00	37,903,922.00	39,091,628.00	0.00	39,091,628.00	3.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(358,831.00)		(358,831.00)	(358,831.00)		(358,831.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(17,381.00)	0.00	(17,381.00)	(17,569.00)	0.00	(17,569.00)	1.1%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			37,527,710.00	0.00	37,527,710.00	38,715,228.00	0.00	38,715,228.00	3.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	405,023.45	405,023.45	0.00	404,379.66	404,379.66	-0.2%
Special Education Discretionary Grants		8182	0.00	25,493.42	25,493.42	0.00	22,053.52	22,053.52	-13.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

416/764
27 66134 0000000
Form 01
F8BARY2HNY(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		162,778.00	162,778.00		149,266.00	149,266.00	-8.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		39,006.00	39,006.00		35,758.49	35,758.49	-8.3%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		12,342.00	12,342.00		12,357.00	12,357.00	0.1%
Career and Technical Education	3500-3599	8290		33,574.00	33,574.00		25,454.00	25,454.00	-24.2%
All Other Federal Revenue	All Other	8290	0.00	353,572.09	353,572.09	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			0.00	1,031,788.96	1,031,788.96	0.00	649,268.67	649,268.67	-37.1%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	71,667.00	0.00	71,667.00	79,000.00	0.00	79,000.00	10.2%
Lottery - Unrestricted and Instructional Materials		8560	288,231.00	101,246.00	389,477.00	301,240.00	118,724.00	419,964.00	7.8%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

417/764
27 66134 0000000
Form 01
F8BARY2HNY(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		116,100.16	116,100.16		116,583.00	116,583.00	0.4%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	69,156.00	3,110,150.82	3,179,306.82	121,382.00	2,811,313.56	2,932,695.56	-7.8%
TOTAL, OTHER STATE REVENUE			429,054.00	3,327,496.98	3,756,550.98	501,622.00	3,046,620.56	3,548,242.56	-5.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	332,971.00	0.00	332,971.00	New
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	305,061.60	0.00	305,061.60	248,741.00	20.00	248,761.00	-18.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	217,944.10	0.00	217,944.10	227,987.00	0.00	227,987.00	4.6%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description Resource Codes Object Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transportation Fees From Individuals		8675	15,000.00	0.00	15,000.00	15,000.00	0.00	15,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	435,760.24	323,435.33	759,195.57	505,830.00	235,000.00	740,830.00	-2.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,236,278.65	1,236,278.65		1,267,684.00	1,267,684.00	2.5%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			973,765.94	1,559,713.98	2,533,479.92	1,330,529.00	1,502,704.00	2,833,233.00	11.8%
TOTAL, REVENUES			38,930,529.94	5,918,999.92	44,849,529.86	40,547,379.00	5,198,593.23	45,745,972.23	2.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	12,961,996.66	2,448,801.99	15,410,798.65	13,351,891.16	2,234,099.91	15,585,991.07	1.1%
Certificated Pupil Support Salaries		1200	949,028.02	809,537.03	1,758,565.05	1,015,804.13	901,191.52	1,916,995.65	9.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,764,280.54	216,037.27	1,980,317.81	1,812,566.97	206,735.95	2,019,302.92	2.0%
Other Certificated Salaries		1900	206,549.00	342,093.37	548,642.37	309,059.00	0.00	309,059.00	-43.7%
TOTAL, CERTIFICATED SALARIES			15,881,854.22	3,816,469.66	19,698,323.88	16,489,321.26	3,342,027.38	19,831,348.64	0.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	739,106.15	1,985,063.22	2,724,169.37	806,219.08	1,868,522.02	2,674,741.10	-1.8%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Classified Support Salaries		2200	1,677,509.85	586,062.24	2,263,572.09	1,689,953.83	585,602.83	2,275,556.66	0.5%
Classified Supervisors' and Administrators' Salaries		2300	634,602.03	164,860.56	799,462.59	587,853.66	174,432.62	762,286.28	-4.7%
Clerical, Technical and Office Salaries		2400	1,852,392.30	85,235.18	1,937,627.48	2,113,885.09	87,381.29	2,201,266.38	13.6%
Other Classified Salaries		2900	311,899.47	674,637.69	986,537.16	799,062.20	402,319.47	1,201,381.67	21.8%
TOTAL, CLASSIFIED SALARIES			5,215,509.80	3,495,858.89	8,711,368.69	5,996,973.86	3,118,258.23	9,115,232.09	4.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,978,176.09	2,596,695.14	5,574,871.23	3,012,916.84	2,565,795.27	5,578,712.11	0.1%
PERS		3201-3202	1,379,237.88	983,382.27	2,362,620.15	1,740,022.28	816,051.66	2,556,073.94	8.2%
OASDI/Medicare/Alternative		3301-3302	634,855.58	305,926.21	940,781.79	804,145.22	278,737.66	1,082,882.88	15.1%
Health and Welfare Benefits		3401-3402	927,495.32	338,072.76	1,265,568.08	1,183,444.04	365,102.60	1,548,546.64	22.4%
Unemployment Insurance		3501-3502	11,078.57	3,662.22	14,740.79	13,580.47	3,235.72	16,816.19	14.1%
Workers' Compensation		3601-3602	381,774.93	130,077.52	511,852.45	556,627.74	160,346.02	716,973.76	40.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	19,784.53	3,315.83	23,100.36	21,170.04	3,233.88	24,403.92	5.6%
TOTAL, EMPLOYEE BENEFITS			6,332,402.90	4,361,131.95	10,693,534.85	7,331,906.63	4,192,502.81	11,524,409.44	7.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	190,500.00	135,946.28	326,446.28	190,000.00	155,496.36	345,496.36	5.8%
Books and Other Reference Materials		4200	20,104.76	18,137.87	38,242.63	10,000.00	5,000.00	15,000.00	-60.8%
Materials and Supplies		4300	429,859.68	1,412,197.27	1,842,056.95	300,790.12	365,780.33	666,570.45	-63.8%
Noncapitalized Equipment		4400	30,920.06	227,173.12	258,093.18	25,500.00	48,825.89	74,325.89	-71.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			671,384.50	1,793,454.54	2,464,839.04	526,290.12	575,102.58	1,101,392.70	-55.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	90,802.40	145,990.41	236,792.81	82,320.00	58,021.17	140,341.17	-40.7%
Dues and Memberships		5300	46,889.15	0.00	46,889.15	46,640.00	0.00	46,640.00	-0.5%
Insurance		5400 - 5450	295,500.00	0.00	295,500.00	295,500.00	0.00	295,500.00	0.0%
Operations and Housekeeping Services		5500	1,130,776.42	0.00	1,130,776.42	1,139,217.98	0.00	1,139,217.98	0.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	137,344.02	116,319.35	253,663.37	95,060.00	89,039.14	184,099.14	-27.4%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,727,399.18	1,638,918.66	3,366,317.84	968,179.08	1,485,605.91	2,453,784.99	-27.1%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

420/764
27 66134 0000000
Form 01
F8BARY2HNY(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Communications		5900	158,009.30	7,675.70	165,685.00	85,326.60	1,883.40	87,210.00	-47.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,586,720.47	1,908,904.12	5,495,624.59	2,712,243.66	1,634,549.62	4,346,793.28	-20.9%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	13,678.55	252,230.93	265,909.48	0.00	28,385.73	28,385.73	-89.3%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			13,678.55	252,230.93	265,909.48	0.00	28,385.73	28,385.73	-89.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	82,000.00	82,000.00	0.00	82,000.00	82,000.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	82,000.00	82,000.00	0.00	82,000.00	82,000.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(355,792.76)	355,792.76	0.00	(46,384.67)	46,384.67	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(163,494.75)	0.00	(163,494.75)	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(519,287.51)	355,792.76	(163,494.75)	(46,384.67)	46,384.67	0.00	-100.0%
TOTAL, EXPENDITURES			31,182,262.93	16,065,842.85	47,248,105.78	33,010,350.86	13,019,211.02	46,029,561.88	-2.6%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(7,775,334.50)	7,775,334.50	0.00	(7,985,201.67)	7,985,201.67	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(7,775,334.50)	7,775,334.50	0.00	(7,985,201.67)	7,985,201.67	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(8,175,334.50)	7,775,334.50	(400,000.00)	(8,385,201.67)	7,985,201.67	(400,000.00)	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	37,527,710.00	0.00	37,527,710.00	38,715,228.00	0.00	38,715,228.00	3.2%
2) Federal Revenue		8100-8299	0.00	1,031,788.96	1,031,788.96	0.00	649,268.67	649,268.67	-37.1%
3) Other State Revenue		8300-8599	429,054.00	3,327,496.98	3,756,550.98	501,622.00	3,046,620.56	3,548,242.56	-5.5%
4) Other Local Revenue		8600-8799	973,765.94	1,559,713.98	2,533,479.92	1,330,529.00	1,502,704.00	2,833,233.00	11.8%
5) TOTAL, REVENUES			38,930,529.94	5,918,999.92	44,849,529.86	40,547,379.00	5,198,593.23	45,745,972.23	2.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	18,275,374.53	9,632,503.68	27,907,878.21	18,777,464.96	8,255,618.40	27,033,083.36	-3.1%
2) Instruction - Related Services	2000-2999		3,925,389.82	996,605.54	4,921,995.36	4,023,170.36	338,016.21	4,361,186.57	-11.4%
3) Pupil Services	3000-3999		1,762,021.37	2,902,463.02	4,664,484.39	2,538,409.39	2,572,463.89	5,110,873.28	9.6%
4) Ancillary Services	4000-4999		428,490.79	84,957.78	513,448.57	761,681.73	27,278.00	788,959.73	53.7%
5) Community Services	5000-5999		0.00	265,273.23	265,273.23	0.00	174,156.25	174,156.25	-34.3%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,251,546.19	668,986.78	3,920,532.97	3,805,403.39	101,038.67	3,906,442.06	-0.4%
8) Plant Services	8000-8999		3,271,240.23	1,433,052.82	4,704,293.05	2,964,221.03	1,468,639.60	4,432,860.63	-5.8%
9) Other Outgo	9000-9999		268,200.00	82,000.00	350,200.00	140,000.00	82,000.00	222,000.00	-36.6%
10) TOTAL, EXPENDITURES			31,182,262.93	16,065,842.85	47,248,105.78	33,010,350.86	13,019,211.02	46,029,561.88	-2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,748,267.01	(10,146,842.93)	(2,398,575.92)	7,537,028.14	(7,820,617.79)	(283,589.65)	-88.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,775,334.50)	7,775,334.50	0.00	(7,985,201.67)	7,985,201.67	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,175,334.50)	7,775,334.50	(400,000.00)	(8,385,201.67)	7,985,201.67	(400,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(427,067.49)	(2,371,508.43)	(2,798,575.92)	(848,173.53)	164,583.88	(683,589.65)	-75.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,759,205.92	3,459,861.51	9,219,067.43	5,499,680.40	1,153,599.44	6,653,279.84	-27.8%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

424/764
27 66134 0000000
Form 01
F8BARY2HNY(2024-25)

Description			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,759,205.92	3,459,861.51	9,219,067.43	5,499,680.40	1,153,599.44	6,653,279.84	-27.8%
d) Other Restatements		9795	167,541.97	65,246.36	232,788.33	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,926,747.89	3,525,107.87	9,451,855.76	5,499,680.40	1,153,599.44	6,653,279.84	-29.6%
2) Ending Balance, June 30 (E + F1e)			5,499,680.40	1,153,599.44	6,653,279.84	4,651,506.87	1,318,183.32	5,969,690.19	-10.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,153,599.44	1,153,599.44	0.00	1,318,183.32	1,318,183.32	14.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	3,998,364.40	0.00	3,998,364.40	3,146,506.87	0.00	3,146,506.87	-21.3%
Property Tax Reserve	0000	9780	165,267.25		165,267.25			0.00	
Deferred Maintenance Reserve	0000	9780	276,846.00		276,846.00			0.00	
STRS/PERS Reserve	0000	9780	103,896.83		103,896.83			0.00	
Basic Aid Reserve	0000	9780	3,386,242.36		3,386,242.36			0.00	
Lottery Unrestricted	1100	9780	60,775.08		60,775.08			0.00	
Basic Aid Reserve	1400	9780	5,336.88		5,336.88			0.00	
Property Tax Reserve	0000	9780			0.00	165,270.00		165,270.00	
Deferred Maintenance Reserve	0000	9780			0.00	276,846.00		276,846.00	
STRS/PERS Reserve	0000	9780			0.00	103,896.91		103,896.91	
Basic Aid Reserve	0000	9780			0.00	2,450,254.26		2,450,254.26	
Lottery Unrestricted/Utilities	1100	9780			0.00	108,121.08		108,121.08	
Basic Aid Reserve	1400	9780			0.00	42,118.62		42,118.62	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,496,316.00	0.00	1,496,316.00	1,500,000.00	0.00	1,500,000.00	0.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2023-24		2024-25
		Estimated	Actuals	Budget
2600	Expanded Learning Opportunities Program	315,613.98		431,257.73
6266	Educator Effectiveness, FY 2021-22	61,158.07		36,409.49
6300	Lottery: Instructional Materials	70,996.53		31,184.53
6500	Special Education	213,514.58		213,514.58
6546	Mental Health-Related Services	0.00		10,000.00
6547	Special Education Early Intervention Preschool Grant	0.00		243,015.67
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	121,084.95		121,084.95
7311	Classified School Employee Professional Development Block Grant	9,106.10		9,106.10
7435	Learning Recovery Emergency Block Grant	299,666.50		105,151.54
9010	Other Restricted Local	62,458.73		117,458.73
Total, Restricted Balance		1,153,599.44		1,318,183.32

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	265,459.00	265,459.00	0.0%
2) Federal Revenue		8100-8299	51,465.20	55,295.00	7.4%
3) Other State Revenue		8300-8599	1,896,913.45	2,026,598.00	6.8%
4) Other Local Revenue		8600-8799	673,647.62	658,798.00	-2.2%
5) TOTAL, REVENUES			2,887,485.27	3,006,150.00	4.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	770,441.38	775,886.84	0.7%
2) Classified Salaries		2000-2999	1,101,453.35	1,240,559.37	12.6%
3) Employee Benefits		3000-3999	719,422.17	785,948.37	9.2%
4) Books and Supplies		4000-4999	1,410,488.44	114,443.22	-91.9%
5) Services and Other Operating Expenditures		5000-5999	1,065,395.58	87,120.00	-91.8%
6) Capital Outlay		6000-6999	268,840.87	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	104,857.51	0.00	-100.0%
9) TOTAL, EXPENDITURES			5,440,899.30	3,003,957.80	-44.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,553,414.03)	2,192.20	-100.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,553,414.03)	2,192.20	-100.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,674,621.61	138,580.15	-94.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,674,621.61	138,580.15	-94.8%
d) Other Restatements		9795	17,372.57	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,691,994.18	138,580.15	-94.9%
2) Ending Balance, June 30 (E + F1e)			138,580.15	140,772.35	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	138,580.15	140,772.35	1.6%
Adult Education	0000	9780	138,580.15		
Adult Education	0000	9780		140,772.35	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,801,852.13		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	3,832.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,805,684.13		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,805,684.13		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	265,459.00	265,459.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			265,459.00	265,459.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	51,465.20	55,295.00	7.4%
TOTAL, FEDERAL REVENUE			51,465.20	55,295.00	7.4%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,844,219.45	1,959,285.00	6.2%
All Other State Revenue	All Other	8590	52,694.00	67,313.00	27.7%
TOTAL, OTHER STATE REVENUE			1,896,913.45	2,026,598.00	6.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	30,000.00	30,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	55,066.33	56,000.00	1.7%
Fees and Contracts					
Adult Education Fees		8671	521,609.23	486,798.00	-6.7%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	66,972.06	86,000.00	28.4%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			673,647.62	658,798.00	-2.2%
TOTAL, REVENUES			2,887,485.27	3,006,150.00	4.1%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	562,029.82	561,693.10	-0.1%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	208,411.56	214,193.74	2.8%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			770,441.38	775,886.84	0.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	568,210.30	656,831.34	15.6%
Classified Support Salaries		2200	124,469.03	143,992.45	15.7%
Classified Supervisors' and Administrators' Salaries		2300	122,438.52	130,527.29	6.6%
Clerical, Technical and Office Salaries		2400	238,069.31	247,863.05	4.1%
Other Classified Salaries		2900	48,266.19	61,345.24	27.1%
TOTAL, CLASSIFIED SALARIES			1,101,453.35	1,240,559.37	12.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	228,925.28	194,615.45	-15.0%
PERS		3201-3202	261,355.79	345,539.04	32.2%
OASDI/Medicare/Alternative		3301-3302	96,363.47	107,560.09	11.6%
Health and Welfare Benefits		3401-3402	86,798.25	84,982.65	-2.1%
Unemployment Insurance		3501-3502	1,181.40	1,008.75	-14.6%
Workers' Compensation		3601-3602	42,284.28	50,029.23	18.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,513.70	2,213.16	-12.0%
TOTAL, EMPLOYEE BENEFITS			719,422.17	785,948.37	9.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,338,694.65	56,755.00	-95.8%
Noncapitalized Equipment		4400	71,793.79	57,688.22	-19.6%
TOTAL, BOOKS AND SUPPLIES			1,410,488.44	114,443.22	-91.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	19,635.00	11,500.00	-41.4%
Dues and Memberships		5300	3,372.00	1,372.00	-59.3%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,100.00	1,100.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,024,185.90	63,588.00	-93.8%
Communications		5900	17,102.68	9,560.00	-44.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,065,395.58	87,120.00	-91.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	150,000.00	0.00	-100.0%
Equipment		6400	118,840.87	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			268,840.87	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	104,857.51	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			104,857.51	0.00	-100.0%
TOTAL, EXPENDITURES			5,440,899.30	3,003,957.80	-44.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	265,459.00	265,459.00	0.0%
2) Federal Revenue		8100-8299	51,465.20	55,295.00	7.4%
3) Other State Revenue		8300-8599	1,896,913.45	2,026,598.00	6.8%
4) Other Local Revenue		8600-8799	673,647.62	658,798.00	-2.2%
5) TOTAL, REVENUES			2,887,485.27	3,006,150.00	4.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,758,685.32	1,821,299.00	-51.5%
2) Instruction - Related Services	2000-2999		1,004,291.29	967,337.46	-3.7%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		104,857.51	0.00	-100.0%
8) Plant Services	8000-8999		573,065.18	215,321.34	-62.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,440,899.30	3,003,957.80	-44.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,553,414.03)	2,192.20	-100.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,553,414.03)	2,192.20	-100.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,674,621.61	138,580.15	-94.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,674,621.61	138,580.15	-94.8%
d) Other Restatements		9795	17,372.57	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,691,994.18	138,580.15	-94.9%
2) Ending Balance, June 30 (E + F1e)			138,580.15	140,772.35	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	138,580.15	140,772.35	1.6%
Adult Education	0000	9780	138,580.15		
Adult Education	0000	9780		140,772.35	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,764.00	0.00	-100.0%
3) Other State Revenue		8300-8599	191,549.54	133,266.15	-30.4%
4) Other Local Revenue		8600-8799	358,651.41	358,736.00	0.0%
5) TOTAL, REVENUES			553,964.95	492,002.15	-11.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	88,235.51	52,272.38	-40.8%
2) Classified Salaries		2000-2999	268,958.20	219,994.82	-18.2%
3) Employee Benefits		3000-3999	136,863.25	134,080.54	-2.0%
4) Books and Supplies		4000-4999	30,957.10	9,846.00	-68.2%
5) Services and Other Operating Expenditures		5000-5999	9,363.00	3,700.00	-60.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	19,251.24	0.00	-100.0%
9) TOTAL, EXPENDITURES			553,628.30	419,893.74	-24.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			336.65	72,108.41	21,319.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			336.65	72,108.41	21,319.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	137,379.25	137,715.90	0.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			137,379.25	137,715.90	0.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			137,379.25	137,715.90	0.2%
2) Ending Balance, June 30 (E + F1e)			137,715.90	209,824.31	52.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	137,715.90	209,824.31	52.4%
Child Development Reserve	0000	9780	137,715.90		
Child Development Reserve	0000	9780		209,824.31	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	174,249.67		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			174,249.67		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			174,249.67		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	3,764.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			3,764.00	0.00	-100.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	183,430.00	125,141.15	-31.8%
All Other State Revenue	All Other	8590	8,119.54	8,125.00	0.1%
TOTAL, OTHER STATE REVENUE			191,549.54	133,266.15	-30.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	(1,200.00)	(1,200.00)	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(563.59)	(564.00)	0.1%
Fees and Contracts					
Child Development Parent Fees		8673	360,000.00	360,500.00	0.1%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	415.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			358,651.41	358,736.00	0.0%
TOTAL, REVENUES			553,964.95	492,002.15	-11.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	88,235.51	52,272.38	-40.8%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			88,235.51	52,272.38	-40.8%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	50,204.80	30,153.96	-39.9%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,200.00	1,239.00	3.3%
Other Classified Salaries		2900	217,553.40	188,601.86	-13.3%
TOTAL, CLASSIFIED SALARIES			268,958.20	219,994.82	-18.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	22,117.98	15,263.02	-31.0%
PERS		3201-3202	62,973.23	60,736.48	-3.6%
OASDI/Medicare/Alternative		3301-3302	20,141.20	20,552.22	2.0%
Health and Welfare Benefits		3401-3402	25,107.55	30,443.69	21.3%
Unemployment Insurance		3501-3502	178.49	142.04	-20.4%
Workers' Compensation		3601-3602	6,344.80	6,943.09	9.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			136,863.25	134,080.54	-2.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	30,957.10	9,846.00	-68.2%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			30,957.10	9,846.00	-68.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	9,362.37	3,700.00	-60.5%
Communications		5900	.63	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			9,363.00	3,700.00	-60.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	19,251.24	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			19,251.24	0.00	-100.0%
TOTAL, EXPENDITURES			553,628.30	419,893.74	-24.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,764.00	0.00	-100.0%
3) Other State Revenue		8300-8599	191,549.54	133,266.15	-30.4%
4) Other Local Revenue		8600-8799	358,651.41	358,736.00	0.0%
5) TOTAL, REVENUES			553,964.95	492,002.15	-11.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		224,343.88	143,966.15	-35.8%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		310,033.18	275,927.59	-11.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		19,251.24	0.00	-100.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			553,628.30	419,893.74	-24.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			336.65	72,108.41	21,319.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			336.65	72,108.41	21,319.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	137,379.25	137,715.90	0.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			137,379.25	137,715.90	0.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			137,379.25	137,715.90	0.2%
2) Ending Balance, June 30 (E + F1e)			137,715.90	209,824.31	52.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	137,715.90	209,824.31	52.4%
Child Development Reserve	0000	9780	137,715.90		
Child Development Reserve	0000	9780		209,824.31	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	517,858.12	365,536.00	-29.4%
3) Other State Revenue		8300-8599	1,040,000.00	941,000.00	-9.5%
4) Other Local Revenue		8600-8799	28,854.30	19,854.00	-31.2%
5) TOTAL, REVENUES			1,586,712.42	1,326,390.00	-16.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	442,765.96	509,121.14	15.0%
3) Employee Benefits		3000-3999	157,177.70	217,021.11	38.1%
4) Books and Supplies		4000-4999	823,357.52	581,000.00	-29.4%
5) Services and Other Operating Expenditures		5000-5999	41,673.00	14,780.00	-64.5%
6) Capital Outlay		6000-6999	140,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	65,187.97	0.00	-100.0%
9) TOTAL, EXPENDITURES			1,670,162.15	1,321,922.25	-20.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(83,449.73)	4,467.75	-105.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(83,449.73)	4,467.75	-105.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	837,640.07	754,190.34	-10.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			837,640.07	754,190.34	-10.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			837,640.07	754,190.34	-10.0%
2) Ending Balance, June 30 (E + F1e)			754,190.34	758,658.09	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	13,994.23	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	740,196.11	758,630.09	2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	28.00	New
Cafeteria Interest	0000	9780		28.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	870,970.90		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	13,994.23		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			884,965.13		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	30.46		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			30.46		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			884,934.67		
FEDERAL REVENUE					
Child Nutrition Programs		8220	441,358.12	365,536.00	-17.2%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	76,500.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			517,858.12	365,536.00	-29.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,040,000.00	941,000.00	-9.5%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,040,000.00	941,000.00	-9.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	18,500.00	9,500.00	-48.6%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	10,354.30	10,354.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			28,854.30	19,854.00	-31.2%
TOTAL, REVENUES			1,586,712.42	1,326,390.00	-16.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	306,528.60	363,976.18	18.7%
Classified Supervisors' and Administrators' Salaries		2300	136,237.36	145,144.96	6.5%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			442,765.96	509,121.14	15.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	97,716.29	135,630.96	38.8%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OASDI/Medicare/Alternative		3301-3302	32,404.88	37,037.56	14.3%
Health and Welfare Benefits		3401-3402	18,007.81	30,250.57	68.0%
Unemployment Insurance		3501-3502	222.46	254.92	14.6%
Workers' Compensation		3601-3602	7,901.21	12,643.50	60.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	925.05	1,203.60	30.1%
TOTAL, EMPLOYEE BENEFITS			157,177.70	217,021.11	38.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	82,297.97	75,000.00	-8.9%
Noncapitalized Equipment		4400	95,265.05	0.00	-100.0%
Food		4700	645,794.50	506,000.00	-21.6%
TOTAL, BOOKS AND SUPPLIES			823,357.52	581,000.00	-29.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	1,000.00	New
Dues and Memberships		5300	857.00	1,000.00	16.7%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	25,000.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	13,276.00	12,000.00	-9.6%
Communications		5900	2,540.00	780.00	-69.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			41,673.00	14,780.00	-64.5%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	140,000.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			140,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	65,187.97	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			65,187.97	0.00	-100.0%
TOTAL, EXPENDITURES			1,670,162.15	1,321,922.25	-20.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					

Description	Resource Codes	Object Codes	2023-24		2024-25	Percent
			Estimated	Actuals		
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00		0.00	0.0%
All Other Financing Uses		7699	0.00		0.00	0.0%
(d) TOTAL, USES			0.00		0.00	0.0%
CONTRIBUTIONS						
Contributions from Unrestricted Revenues		8980	0.00		0.00	0.0%
Contributions from Restricted Revenues		8990	0.00		0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00		0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00		0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	517,858.12	365,536.00	-29.4%
3) Other State Revenue		8300-8599	1,040,000.00	941,000.00	-9.5%
4) Other Local Revenue		8600-8799	28,854.30	19,854.00	-31.2%
5) TOTAL, REVENUES			1,586,712.42	1,326,390.00	-16.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,604,974.18	1,321,922.25	-17.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		65,187.97	0.00	-100.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,670,162.15	1,321,922.25	-20.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(83,449.73)	4,467.75	-105.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(83,449.73)	4,467.75	-105.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	837,640.07	754,190.34	-10.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			837,640.07	754,190.34	-10.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			837,640.07	754,190.34	-10.0%
2) Ending Balance, June 30 (E + F1e)			754,190.34	758,658.09	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	13,994.23	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	740,196.11	758,630.09	2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	28.00	New
Cafeteria Interest	0000	9780		28.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource		Description	2023-24 Estimated Actuals	2024-25 Budget
	5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	740,196.11	742,094.09
	5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	0.00	16,536.00
Total, Restricted Balance			740,196.11	758,630.09

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	93,372.00	93,372.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,482.67	4,482.00	0.0%
5) TOTAL, REVENUES			97,854.67	97,854.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	80,000.00	80,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	183,646.98	160,000.00	-12.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			263,646.98	240,000.00	-9.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(165,792.31)	(142,146.00)	-14.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			34,207.69	57,854.00	69.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	387,441.46	424,023.55	9.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			387,441.46	424,023.55	9.4%
d) Other Restatements		9795	2,374.40	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			389,815.86	424,023.55	8.8%
2) Ending Balance, June 30 (E + F1e)			424,023.55	481,877.55	13.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	424,023.55	481,877.55	13.6%
Deferred Maintenance Projects	0000	9780	424,023.55		
Deferred Maintenance Projects	0000	9780		481,877.55	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	539,523.57		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			539,523.57		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			539,523.57		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	93,372.00	93,372.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			93,372.00	93,372.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,000.00	4,482.00	124.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	2,482.67	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,482.67	4,482.00	0.0%
TOTAL, REVENUES			97,854.67	97,854.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	80,000.00	5,000.00	-93.8%
Noncapitalized Equipment		4400	0.00	75,000.00	New
TOTAL, BOOKS AND SUPPLIES			80,000.00	80,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,000.00	5,000.00	-50.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	173,646.98	155,000.00	-10.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			183,646.98	160,000.00	-12.9%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			263,646.98	240,000.00	-9.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	200,000.00	200,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	200,000.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	93,372.00	93,372.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,482.67	4,482.00	0.0%
5) TOTAL, REVENUES			97,854.67	97,854.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		263,646.98	240,000.00	-9.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			263,646.98	240,000.00	-9.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(165,792.31)	(142,146.00)	-14.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			34,207.69	57,854.00	69.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	387,441.46	424,023.55	9.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			387,441.46	424,023.55	9.4%
d) Other Restatements		9795	2,374.40	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			389,815.86	424,023.55	8.8%
2) Ending Balance, June 30 (E + F1e)			424,023.55	481,877.55	13.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	424,023.55	481,877.55	13.6%
Deferred Maintenance Projects	0000	9780	424,023.55		
Deferred Maintenance Projects	0000	9780		481,877.55	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	254.58	254.00	-0.2%
5) TOTAL, REVENUES			254.58	254.00	-0.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			254.58	254.00	-0.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			254.58	254.00	-0.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,262.96	6,517.54	4.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,262.96	6,517.54	4.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,262.96	6,517.54	4.1%
2) Ending Balance, June 30 (E + F1e)			6,517.54	6,771.54	3.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	6,517.54	6,771.54	3.9%
Postemployment Benefits	0000	9780	6,517.54		
Postemployment Benefits	0000	9780		6,771.54	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,547.12		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			6,547.12		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)			6,547.12		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	98.00	254.00	159.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	156.58	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			254.58	254.00	-0.2%
TOTAL, REVENUES			254.58	254.00	-0.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	254.58	254.00	-0.2%
5) TOTAL, REVENUES			254.58	254.00	-0.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			254.58	254.00	-0.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			254.58	254.00	-0.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,262.96	6,517.54	4.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,262.96	6,517.54	4.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,262.96	6,517.54	4.1%
2) Ending Balance, June 30 (E + F1e)			6,517.54	6,771.54	3.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	6,517.54	6,771.54	3.9%
Postemployment Benefits	0000	9780	6,517.54		
Postemployment Benefits	0000	9780		6,771.54	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	324,955.14	0.00	-100.0%
5) TOTAL, REVENUES			324,955.14	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	47,150.50	55,087.68	16.8%
3) Employee Benefits		3000-3999	21,224.56	27,218.20	28.2%
4) Books and Supplies		4000-4999	274,931.50	25,000.00	-90.9%
5) Services and Other Operating Expenditures		5000-5999	879,593.59	2,992,168.00	240.2%
6) Capital Outlay		6000-6999	6,597,321.49	2,773,515.00	-58.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,820,221.64	5,872,988.88	-24.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,495,266.50)	(5,872,988.88)	-21.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	6,354,000.00	6,500,000.00	2.3%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,354,000.00	6,500,000.00	2.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,141,266.50)	627,011.12	-154.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,441,393.26	2,331,763.80	-32.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,441,393.26	2,331,763.80	-32.2%
d) Other Restatements		9795	31,637.04	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,473,030.30	2,331,763.80	-32.9%
2) Ending Balance, June 30 (E + F1e)			2,331,763.80	2,958,774.92	26.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,264,036.75	2,891,047.87	27.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	67,727.05	67,727.05	0.0%
Interest for Building Projects	0000	9780	67,727.05		
Interest for Building Projects	0000	9780		67,727.05	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,066,062.12		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			6,066,062.12		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	54.07		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			54.07		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			6,066,008.05		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	48,731.68	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	166,385.01	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	109,838.45	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			324,955.14	0.00	-100.0%
TOTAL, REVENUES			324,955.14	0.00	-100.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	47,150.50	55,087.68	16.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			47,150.50	55,087.68	16.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,579.77	15,314.38	21.7%
OASDI/Medicare/Alternative		3301-3302	3,571.37	4,191.25	17.4%
Health and Welfare Benefits		3401-3402	4,212.71	6,319.08	50.0%
Unemployment Insurance		3501-3502	23.60	27.54	16.7%
Workers' Compensation		3601-3602	837.11	1,365.95	63.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			21,224.56	27,218.20	28.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	186,418.65	25,000.00	-86.6%
Noncapitalized Equipment		4400	88,512.85	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			274,931.50	25,000.00	-90.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,696.15	40,000.00	242.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	867,897.44	2,952,168.00	240.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			879,593.59	2,992,168.00	240.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	336,068.66	2,105,000.00	526.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	6,261,252.83	668,515.00	-89.3%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,597,321.49	2,773,515.00	-58.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			7,820,221.64	5,872,988.88	-24.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	6,354,000.00	6,500,000.00	2.3%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			6,354,000.00	6,500,000.00	2.3%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			6,354,000.00	6,500,000.00	2.3%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	324,955.14	0.00	-100.0%
5) TOTAL, REVENUES			324,955.14	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		7,820,221.64	5,872,988.88	-24.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,820,221.64	5,872,988.88	-24.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(7,495,266.50)	(5,872,988.88)	-21.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	6,354,000.00	6,500,000.00	2.3%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,354,000.00	6,500,000.00	2.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,141,266.50)	627,011.12	-154.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,441,393.26	2,331,763.80	-32.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,441,393.26	2,331,763.80	-32.2%
d) Other Restatements		9795	31,637.04	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,473,030.30	2,331,763.80	-32.9%
2) Ending Balance, June 30 (E + F1e)			2,331,763.80	2,958,774.92	26.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,264,036.75	2,891,047.87	27.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	67,727.05	67,727.05	0.0%
Interest for Building Projects	0000	9780	67,727.05		
Interest for Building Projects	0000	9780		67,727.05	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
9010	Other Restricted Local	2,264,036.75	2,891,047.87
Total, Restricted Balance		2,264,036.75	2,891,047.87

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	272,747.00	308,047.00	12.9%
5) TOTAL, REVENUES			272,747.00	308,047.00	12.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	17,551.93	10,000.00	-43.0%
5) Services and Other Operating Expenditures		5000-5999	312,846.85	298,047.00	-4.7%
6) Capital Outlay		6000-6999	57,840.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			388,238.78	308,047.00	-20.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(115,491.78)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			84,508.22	200,000.00	136.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	782,280.92	866,789.14	10.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			782,280.92	866,789.14	10.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			782,280.92	866,789.14	10.8%
2) Ending Balance, June 30 (E + F1e)			866,789.14	1,066,789.14	23.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	866,789.14	1,066,789.14	23.1%
Special Reserve Projects	0000	9780	866,789.14		
Special Reserve Projects	0000	9780		1,066,789.14	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	837,132.60		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			837,132.60		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			837,132.60		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	264,047.00	272,047.00	3.0%
Interest		8660	8,700.00	36,000.00	313.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			272,747.00	308,047.00	12.9%
TOTAL, REVENUES			272,747.00	308,047.00	12.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	9,476.00	10,000.00	5.5%
Noncapitalized Equipment		4400	8,075.93	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			17,551.93	10,000.00	-43.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,899.61	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	303,947.24	298,047.00	-1.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			312,846.85	298,047.00	-4.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	57,840.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			57,840.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			388,238.78	308,047.00	-20.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	200,000.00	200,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	200,000.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	272,747.00	308,047.00	12.9%
5) TOTAL, REVENUES			272,747.00	308,047.00	12.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		388,238.78	308,047.00	-20.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			388,238.78	308,047.00	-20.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(115,491.78)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			84,508.22	200,000.00	136.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	782,280.92	866,789.14	10.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			782,280.92	866,789.14	10.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			782,280.92	866,789.14	10.8%
2) Ending Balance, June 30 (E + F1e)			866,789.14	1,066,789.14	23.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	866,789.14	1,066,789.14	23.1%
Special Reserve Projects	0000	9780	866,789.14		
Special Reserve Projects	0000	9780		1,066,789.14	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

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

☐ Consent
☐ Action/Discussion
☐ Information/Discussion
☒ Public Hearing

SUBJECT: Pacific Grove Unified School District Local Control and Accountability Plan

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends the Board hold a public hearing and review the Pacific Grove Unified School District Local Control and Accountability Plan (LCAP) for the 2024-2025 school year.

BACKGROUND:

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. This year marks the beginning of the new three-year LCAP cycle. The LCAP is the document that drives the district's educational program, and PGUSD consults a wide range of data and educational partner input to develop the goals and actions to serve our students for the coming years.

INFORMATION:

PGUSD developed this three-year plan after consulting the mandatory data required by the California Department of Education and other local measures. More importantly, PGUSD consulted students, families, staff members, and other community members to develop the goals and actions that comprise this LCAP. At a previous meeting, the district described the process used to gather educational partner input including advisory group meetings, LCAP survey data (from students, families, and staff), community LCAP input meetings, and other community meetings. After analyzing the available data, the district developed the goals and actions in response to feedback from the community in the best interests of our students.

In this draft of the LCAP, the district expresses a commitment to the core values we hold for all our students: belonging, safety, and prosperity – academically and professionally. The following is a list of the components the district community will see in the LCAP:

- Budget Overview for Parents
- Plan Summary (General Information, Reflections: Annual Performance)
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

Feedback from educational partners informed every aspect of this year's LCAP. The document reflects the ideas and input from families, students, teachers, classified staff, administration, and community members. The current plan will be in place through the end of next year at which point a new three-play will be developed.

FISCAL IMPACT:

The fiscal impact of the planned actions for 2024-2025 are documented in the LCAP.



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

Dr. Linda Adamson
Superintendent
(831) 646-6520
Fax (831) 646-6500
ladamson@pgusd.org

Joshua Jorn
Assistant Superintendent
(831) 646-6509
Fax (831) 646-6582
josh.jorn@pgusd.org

PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 23, 2024 regarding

ADOPTION OF THE 2024-25 BUDGET (DRAFT) & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 5:30 p.m. in person at the District Office, 435 Hillcrest Avenue, Pacific Grove, CA 93950, and via Zoom (please visit our website at www.pgusd.org to find the Zoom link located on the front-page announcements).

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning May 20, 2024 through May 23, 2024 at the District Office. For more information, please contact Assistant Superintendent Joshua Jorn at 646-6509.

Posted: April 19, 2024

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Pacific Grove Unified School District
CDS Code:	27661340000000
LEA Contact Information:	Name: Buck Roggeman Position: Director of Curriculum & Special Projects Email: broggeman@pgusd.org Phone: 831 646-6526
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount
Total LCFF Funds	\$38,715,228.00
LCFF Supplemental & Concentration Grants This should match 2024-25 Total Expenditures Table cell #2 ()	\$0
All Other State Funds	\$3,548,242.56
All Local Funds	\$2,833,233.00
All federal funds	\$649,268.67
Total Projected Revenue	\$45,745,972.230,0

Total Budgeted Expenditures for the 2024-25 School Year	Amount
Total Budgeted General Fund Expenditures	\$46,029,561.88
Total Budgeted Expenditures in the LCAP This should match 2024-25 Total Expenditures Table "Total Funds" cell ()	\$31,053,475.04
Total Budgeted Expenditures for High Needs Students in the LCAP This should match 2024-25 Contributing Actions Table cell #4 (\$0.00)	\$
Expenditures not in the LCAP	\$14,976,086.840,0

Expenditures for High Needs Students in the 2023-24 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP This should match 2023-24 Contributing Actions Annual Update Table cell #4 (\$1,160,955.26)	\$
Actual Expenditures for High Needs Students in LCAP This should match 2023-24 Contributing Actions Annual Update Table cell #7 (\$1,198,798.00)	\$

Funds for High Needs Students	Amount
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$0
2023-24 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	



LCFF Budget Overview for Parents

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

CDS Code: 27661340000000

School Year: 2024-25

LEA contact information:

Buck Roggeman

Director of Curriculum & Special Projects

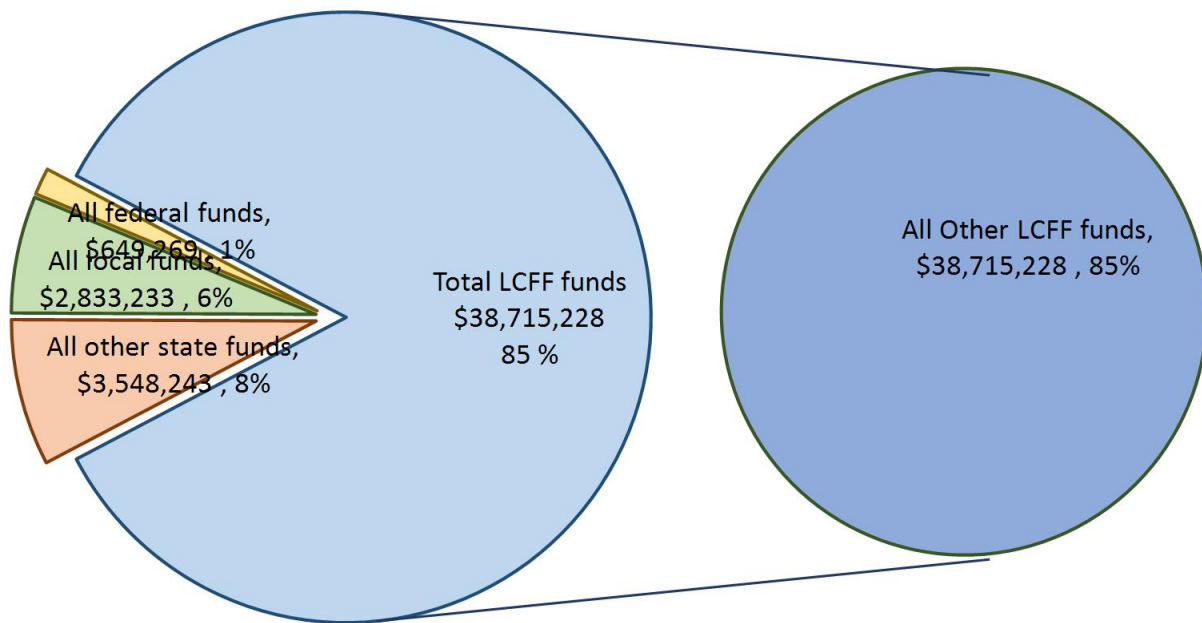
broggeman@pgusd.org

831 646-6526

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

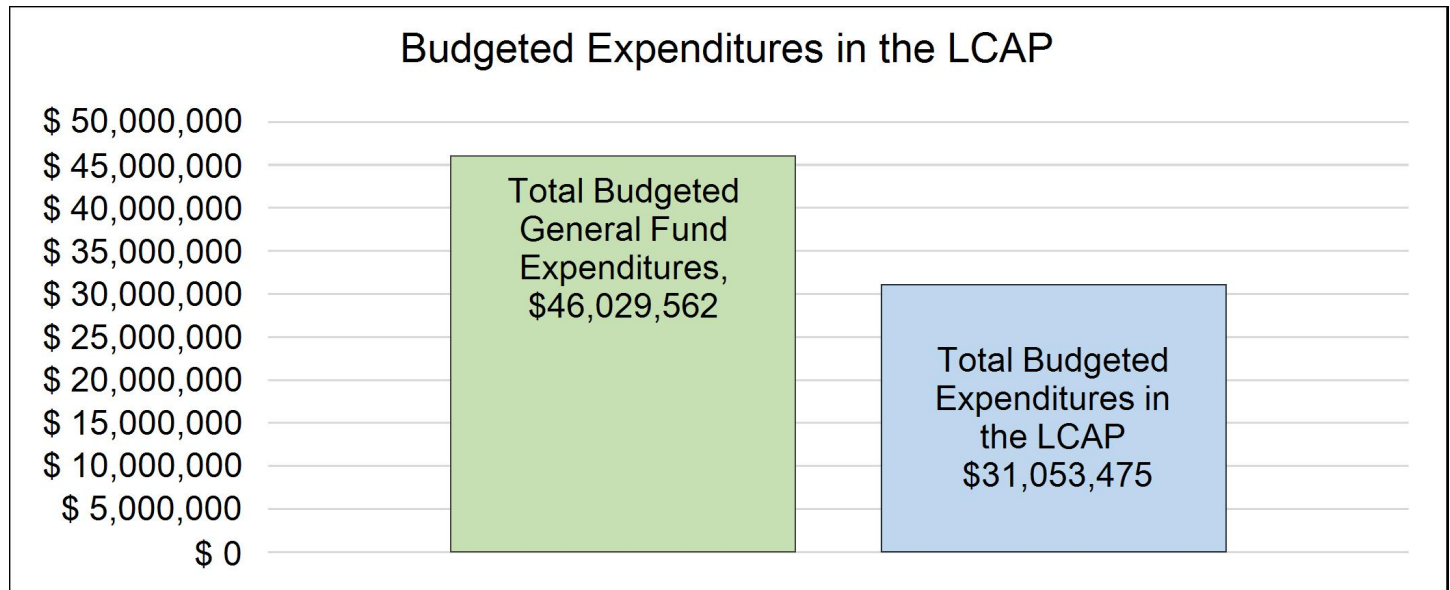


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Grove Unified School District is \$45,745,972.230,000,004, of which \$38,715,228.00 is Local Control Funding Formula (LCFF), \$3,548,242.56 is other state funds, \$2,833,233.00 is local funds, and \$649,268.67 is federal funds. Of the \$38,715,228.00 in LCFF Funds, \$0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

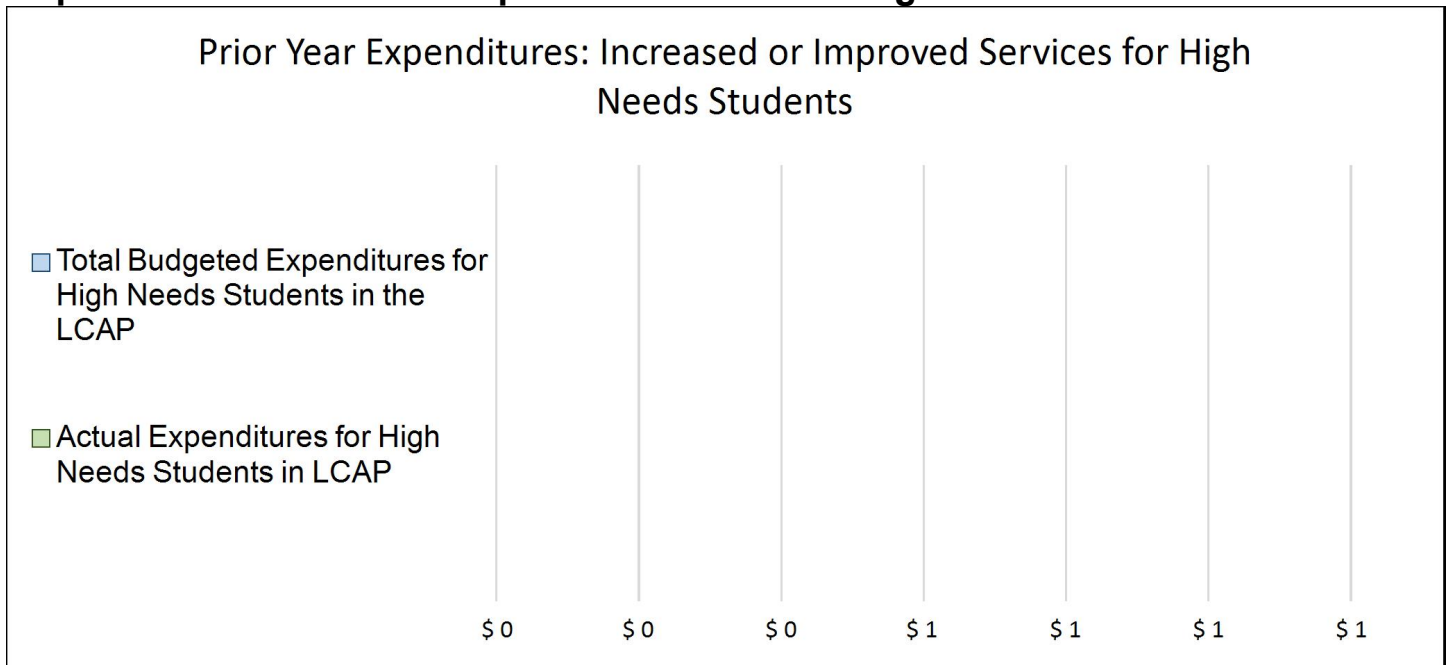
The text description of the above chart is as follows: Pacific Grove Unified School District plans to spend \$46,029,561.88 for the 2024-25 school year. Of that amount, \$31,053,475.04 is tied to actions/services in the LCAP and \$14,976,086.840,000,004 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pacific Grove Unified School District is projecting it will receive \$0 based on the enrollment of foster youth, English learner, and low-income students. Pacific Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Grove Unified School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Pacific Grove Unified School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District actually spent \$ for actions to increase or improve services for high needs students in 2023-24.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Pacific Grove Unified School District (PGUSD) is located on the southern tip of Monterey Bay about two hours south of San Francisco. PGUSD provides public education to students in transitional kindergarten through 12th grade, drawing its enrollment from the city of Pacific Grove and part of Pebble Beach. With a population of 15,000 people, the largest industries are educational services, health care & social assistance, and accommodation & food services.

Our current district enrollment of 1,737 is divided among Pacific Grove High School (523), Pacific Grove Continuation High School (14), Pacific Grove Middle School (447), Forest Grove Elementary School (350), and Robert Down Elementary School (403). The district serves a diverse population consisting of the following groups: white 55.1%, Hispanic 20.3%, two or more 7.4%, Chinese 2.4%, Korean 2.3%, Filipino 1.9%, other Asian 1.8%, African American 1.5%, Japanese 1.2%, Asian Indian 1.1%, Native American 0.9%, other Pacific Islander 0.5%, Vietnamese 0.3%, Cambodian 0.3%, and Guamanian 0.1%. There are two other categories race intentionally left blank 2.4% and decline to state 0.6%.

The PGUSD unduplicated pupil population is comprised of socio-economically disadvantaged youth 19.6%, English learners 4.7%, and foster youth 0.1%. The district also serves a special education population that makes up 16.3% of our students.

Pacific Grove Unified School District students perform above the state averages on the California Assessments of Student Performance and Progress and the LCAP student survey and student focus groups gave very positive feedback on extra-curricular activities, athletics visual and performing arts, and career technical education classes. Perhaps our greatest area for growth as a district remains helping students feel a sense of connection to their schools, so this will be a focus of our Local Control and Accountability Plan. The core values we hold for our students are belonging, safety, and prosperity - academically and professionally. To help our students realize these core values, Pacific Grove Unified School District is committed to improving our level of cultural proficiency, so that all our students and families of all backgrounds feel welcome and connected to our schools.

Equity Multiplier Schools are identified by looking at all CDS codes in the state of California. CDS codes typically refer to schools but in some instances refer to programs. For all students associated with that "school" (CDS code), the state collects the percentage of low socio-economic status students as well as their lengths of enrollment. If a "school" has more than 70% of their students low socio-economic status, and more than 25% instability, they qualify for Equity Multiplier. In the case of the Pacific Grove District Office, there was a single child who, as a kindergartener, was inadvertently entered at the district office. This child had enrollment for three weeks before the data was corrected, and he was shown to be enrolled at another Robert Down Elementary. In addition, this child has a low socio-economic status. As a result, 1/1 or 100% of students were listed as unstable since enrollment was less than one year. As a result, this single child met the criteria with 100% low socio-economic status, and the District Office was identified for receiving an equity multiplier grant. For this year, once a school is included in the Equity Multiplier list there is no appeal process to correct listings. The state has indicated intentions to revise qualifications which may lead to CDS "schools" with a single student not being eligible for Equity Multiplier goals in the future.

2023-2024 marks a year of significant transition for PGUSD as the district welcomed new Superintendent Dr. Linda Adamson. In the past two years, the entire cabinet has been replaced with new personnel. PGUSD also offered a supplemental early retirement program, resulting in 22 staff retirements. Working our educational partners with an emphasis on cultural proficiency and social emotional well being, our goal is to create a welcoming environment where high quality teaching and learning flourish.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard Successes

Pacific Grove Unified School District's performance analysis on multiple indicators begins with our performance on statewide testing in the areas of English language arts, mathematics, and science. As is historically the case, the majority of our students met or exceeded the standards on the 2023 California Assessment of Student Performance and Progress (CAASPP) in grades 3-8 and 11 in English language arts and mathematics with 70.03% of district students meeting or exceeding standards in ELA and 56.88% meeting or exceeding grade level standards in math. Similar to other districts, Pacific Grove Unified School District experienced a decrease in performance levels compared to pre-pandemic numbers. Our English Language Arts scores dropped by 8% while our mathematics scores decreased by 9% compared to pre-pandemic levels.

Another area of success for PGUSD is the 6.3% increase in our English learner progress rate which reached 54.4% last year. This is indicative of quality designated and integrated supports for our English learners. Our Hispanic student population showed a significant 12% (from 38% to 50%) increase of students who met or exceeded grade level standards, surpassing the pre-pandemic levels by 5%. The district's low income students also showed a slight increase (3% ELA, 4% math) in their CAASPP scores.

PGUSD continues to have a low suspension rate of 1.5% as our schools seek first to use other means of correction before suspending students from school. English learner results were mixed with a sharp gain in math scores (9.5%) and sharp decrease in ELA scores (19%). The drastic swings in results can partially be attributed to the relatively small number of English learners in our district (42 took the CAASPP test in 2023).

Our graduation rate fell from the previous year due to the issuance of 6 special education certificates of completion and 13 student drop-outs based on the four-year cohort model. Of the students who either began their senior year in PGUSD or moved to our district in 2022-2023, only one student failed to graduate.

PGUSD maintained its low suspension rate of 1.5% and low drop out rates in high school (1.6%) and middle school (0%)

Dashboard Challenges

A requirement of this Local Control and Accountability Plan is to identify any school within PGUSD that received the lowest performance level on one or more state indicators; any group within PGUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or any student group within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard. PGUSD has five incidents of low performance on dashboard indicators:

Chronic absenteeism - multiple races/two or more - districtwide 20.4%

Chronic absenteeism - multiple races/two or more - Forest Grove Elementary 25.6%

Chronic absenteeism - socioeconomically disadvantaged - Robert Down Elementary 27.8%

Chronic absenteeism - students with disabilities - Robert Down Elementary 25.5%

English language arts - students with disabilities - Forest Grove Elementary - 73.8 points below the standard

PGUSD made more of an effort to gather community input for this three-year LCAP. In those meetings, families, students, and staff consistently identified three areas for improvement - student connection to our schools, the physical and emotional safety of our students, and improvement in our facilities. These areas are addressed throughout the LCAP in response to this educational partner feedback.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	<p>The district gathered student input by meeting with student LCAP advisory groups at each school. Principals chose the students with an emphasis on a diverse representation of perspectives. Each meeting was held at school, during the school day, and lasted approximately one hour. The dates of the meetings were PGHS on Jan. 16, 2024; PGMS Jan. 18, 2024; Robert Down March 19, 2024; and Forest Grove March 20, 2024. Community High School students were consulted on a less formal basis when administration visited the program throughout the year.</p> <p>The district also conducted a student survey at the elementary school, middle school, and high school levels. The survey consisted of statements with rating scales and written responses from students in grades 3-12. It covered a breadth of topics including the students' learning experience, technology, attendance, safety, school nutrition, bullying, safety, and student mental health. More than 1,000 students completed the survey.</p> <p>Students in grades five, seven, nine, and eleven also completed the California Healthy Kids Survey. Some of the data captured in the survey is used in the metrics section of our goals.</p> <p>Other methods of capturing student voice include feedback from the Leadership classes to site administration at Pacific Grove High School and Middle School. Students in grades 3-12 take the CORE Social</p>

Educational Partner(s)	Process for Engagement 478/764
	Emotional Learning survey during the Fall and Spring. Students at the Middle School take the Olweis bullying survey.
Parents	<p>PGUSD held five parent advisory meetings throughout the year on Jan. 17, 2024; Feb. 21, 2024; March 14, 2024; April 2, 2024; and April 30, 2024. These meetings were held in a hybrid format with the physical location alternating at various sites throughout the district. The group discussed the updated data for the midyear LCAP update, helped develop our survey questions, reviewed survey data, and suggested actions in support of our goals.</p> <p>The district sent an LCAP survey to parents that was open for response in March 2024. Nearly 800 families responded to the survey, providing input in the areas of academic achievement, educational technology, educational environment, communication, and safety. Like the student survey, the family survey contained a combination of statements with rating scales and free response questions.</p> <p>Every campus has a school site council that meets monthly for an hour. The school site councils review the site's safety plans, provide input on site level decisions, and give input on the school plans for student achievement (SPSA) that align with the LCAP.</p> <p>The PGUSD District English Language Advisory Council met on March 28, 2024, for 90 minutes. The group provided feedback on the best ways to serve the needs of our English learners both academically and socially.</p>
Certificated Staff	<p>Certificated staff provide feedback during staff meetings that are held monthly at each school site. All of our schools have a site leadership team that provides counsel to site administration and helps make decisions about the operations of the school and direction of the instructional program.</p> <p>District administration consults monthly with the Pacific Grove Teachers Association executive board to discuss contractual issues</p>

Educational Partner(s)	Process for Engagement 479/764
	<p>and site concerns that may arise throughout the year. Additionally, district administration consults annually with PGTA leadership when planning district professional development to gather input and guidance. The district also participates in collective bargaining with our teachers union and reached numerous agreements on contract language and a compensation agreement.</p> <p>Teachers are represented on the school site councils at every school. Typically, two or three teachers are a member of this group that meets monthly to make decisions about school practices.</p> <p>Teachers also comprise a significant membership on several input and decision making groups. Each site has representatives on the Cultural Proficiency committee which met four times this year to help guide the district in its efforts build and apply the Cultural Proficiency Implementation Plan. Certificated staff also are important contributors to District Technology Committee. These teacher tech leads are responsible for attending monthly meetings, sharing updates with site staff, and supporting site staff in their use of educational technology.</p> <p>Certificated staff participated in two surveys the LCAP staff survey and California Healthy Kids Survey for Staff.</p>
Classified Staff	<p>PGUSD gathered Classified staff feedback through a number of methods beginning with the district LCAP survey for staff which was open during April 2024. The staff also participated in the California Healthy Kids Survey for school staff. In those surveys staff answered a combination of statements with rating scales and free response questions. These general areas covered in the survey were vision and planning, student needs, environment, cultural proficiency, support, curriculum, school safety, connection, and professional development. Classified staff also had the opportunity to give feedback in the district's human needs assessment where staff rated the district's current status in several areas related to cultural proficiency.</p> <p>Our classified staff has the opportunity to join committees that guide the district's educational program. One important committee is the</p>

Educational Partner(s)	Process for Engagement 480/764
	<p>Cultural Proficiency Committee that is comprised of staff from each of our schools and the district office. Classified staff also participates on the District Tech Committee where they help make decisions regarding Measure A (PGUSD's educational technology bond) expenditures. The committee meets monthly.</p> <p>The California School Employees Association meets regularly with district staff to discuss any issues that have arisen during the course of the year. These meetings occur monthly or as needed.</p>
Administrators	<p>Administrators provide feedback to the district at management meetings which are held two times per month. There is also a management retreat held at the beginning of the year where the Superintendent and administrators refine a vision or a theme for the academic year.</p> <p>Administrators have the opportunity to take all of the staff surveys including the LCAP staff survey, the California Healthy Kids Survey for staff, and the district's human needs assessment survey.</p> <p>Administrators lead and participate alongside of staff as members of the Cultural Proficiency Committee which met four times this year and the school site council for their sites.</p>
Community Members	<p>PGUSD held two community LCAP input meetings on Feb. 29, 2024, and March 26, 2024. The first meeting focused on successes and improvements the community would like to see and the second meeting was a discussion of the survey data.</p> <p>The district held a community input meeting on its Cultural Proficiency Implementation Plan on Dec. 5, 2023. The community gave the district feedback and guidance regarding its plan and suggested ways to improve it. One of the outgrowths of this meeting was including a cultural proficiency goal in this year's LCAP.</p> <p>Another opportunity for our community to provide input occurred at our Community Safety meeting on March 28, 2024. One of the results</p>

Educational Partner(s)	Process for Engagement	481/764
	<p>of this meeting was the formation of a Community Safety Committee which reviewed and prioritized safety improvements that are reflected in this year's LCAP.</p> <p>Superintendent Adamson held more than 200 meetings with community members during her Listen and Learn meetings since being named to the position in November 2023. This community input influenced the actions that support our goals.</p>	

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Pacific Grove Local Control and Accountability Plan is driven entirely by data analysis and educational partner feedback. As we held LCAP committee meetings, community feedback meetings, and worked with staff, several points of emphasis were repeated among our group.

Goal #1 speaks to the academic success of all students in a learning environment that is welcoming to all families.

- One of the dashboard indicators that raised the greatest concern among our parents was our A-G completion rate. To help improve this rate the district developed a visual indicator in the Synergy student information system to easily identify students who were in danger falling off pace to complete the UC/CSU A-G requirements.
- School safety came up as a concern among students, families, and staff. Our PGUSD Community Safety Committee reviewed improvement recommendations made by Kimball Associates and identified three immediate priorities that have become action items.
- Teachers requested staff development activities that were directly related to their subject matter or grade level, so an action has been developed that will provide differentiated professional development activities.
- Our state testing data shows that our students scores remain below the level they were before the pandemic. To institute a research based approach to improving learning across the district, PGUSD will begin a three-year commitment to building vibrant professional learning communities by partnering with Solution Tree.
- Facilities were a point of emphasis in all of the educator partner input sessions. Our action related to facilities marks a three-year commitment to analyze our district's needs and move forward with projects to include facilities. The specific reference to improving bathrooms is in response to the students' consistent request for this action.
- Our homework action is based on feedback from our parent advisory group and our student survey where secondary pupils expressed 45% were in disagreement with the statement "I never have homework assigned on school breaks."

Goal #2 addresses creating a learning environment that is physically, emotionally, and intellectually safe.

- Our students, families, and staff mentioned the need for the district to maintain mental health therapists at the high school and elementary. The community also requested that a mental health therapist be added to the Middle School, so this position is included in the action.

- The dashboard indicator where the district scores at the lowest level is chronic absenteeism, so a chronic absenteeism intervention program has been added as an action.
- Students, parents and staff identified bullying as a concern in PGUSD schools, so the district is implementing multiple actions to create a safer environment for students including training with the Restorative Justice Partnership; a theme of "know my face, know my name, know my story" so every student has an adult who knows them and cares deeply about them at school; and clearly communicate the consequences for instances of bullying.
- Student survey data indicated that 15% of high school students were not aware that there was a mental health therapist on campus and 21% of elementary students did not know who to go to for personal reasons. In response, the district added an action that calls for increased efforts to make students aware of the help that is available to them.
- Parent and staff survey data showed strong support for counseling services in our schools, so the current counseling staff levels were maintained.

Goal #3 will provide differentiated education services to our unduplicated pupil population based on their performance levels in academic subjects.

- Much of the progress our district has made in monitoring student progress and discussing the ways to improve learning has been through the work of our instructional leadership teams. To maintain this progress, funding will be made available for these teams at the secondary level to continue their work outside of the regular school day.
- One of the programs that received a positive response from our District English Language Advisory Committee is our AVID program. The demand for AVID classes in grades 9 and 10 has increased, so an additional section will be added, while maintaining a section to serve students in grades 11-12. In the Middle School, there will be an AVID class for grade 7 and another for grade 8.
- Literacy support for elementary students received strong support during our parent meetings, so our intervention classes will be maintained. Due to the loss of one-time categorical funding, however, the full time intervention teacher at Forest Grove and the part-time intervention position at Robert Down have been eliminated. This will impact the number of students who will be able to receive tier two intervention services.
- Our DELAC voiced strong support for peer-to-peer tutoring among similar age students. The group is in favor of a robust tutoring program where Middle School and High School students teach younger students while possibly earning community service hours.
- Educational partners mentioned math as an area of need for the district based on state testing data. The elementary school will maintain leveled small group instruction for math, while the secondary schools include math support classes in the master schedule. Math teachers will also participate in two articulation meetings per year to discuss student assessment results and identify areas of need.
- Exploring free BASRP for socioeconomically disadvantaged youth is in response to feedback from the Board of Trustees.

Goal #4 is our cultural proficiency goal that to provide access to our full academic program for all students while valuing and celebrating all of the cultures at our school. The development of this goal, and all of the subsequent actions, are the direct result of community input combined with the work of PGUSD's Cultural Proficiency committee.

- Professional learning related cultural proficiency. Input from our educational partners indicated that local community resources be accessed to assist with the professional learning associated with this implementation. The district is entering into a new contract with the Black Leaders and Allies Collaborative to consult on professional development and guide our implementation of these actions district wide.

- Multiple sources of community input requested that diversifying the curriculum be a priority for the district. In student and staff surveys as well community input meetings, our community requested learning materials where all students could see diverse depictions of people and hear multiple perspectives.
- During our cultural proficiency community meetings, our educational partners requested that parents have the opportunity to provide feedback to our individual schools. This action calls for two meetings per year at schools to have these feedback sessions.
- Secondary schools will continue their professional learning community work in the area of grading for equity. This is in response to our student survey where 19% of students were in disagreement with the statement "The grading practices at our school are fair."

Goal #5 is our equity multiplier goal. This goal was the result of a reporting error where a student was incorrectly coded to the district office. Once the district discovered this error, the student was coded to their school of attendance.

- We informed our parent advisory committee of this mistake and informed them that we would receive funding from the state even though this was an error. We plan on using the funds to provide professional development for all sites including Robert Down, the student's school of attendance, designed to increase school connectivity.

Goals and Actions

484/764

Goal

Goal #	Description	Type of Goal
1	PGUSD will create a “culture of we” at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the academic success of all students. All PGUSD families will feel welcome and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Pacific Grove Unified School District developed this goal to build an overall academic program that provides access for all students to programs designed to ensure all students graduate from PGUSD college and career ready. Although our district rated "high" for college preparedness on the latest dashboard, we want to increase the percentage of students who complete UC/CSU A-G requirements. Critical to achieving this goal is creating a safe educational environment in which all students' learning needs are met.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 1 A Degree to which teachers are appropriately assigned and fully credentialed.	87.6% in 2021-2022			95% in 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SARC					
1.2	<p>State Priority 1 B</p> <p>Degree to which students have standards-aligned instructional materials.</p> <p>Source: PGUSD Resolution regarding sufficiency of instructional materials September 7, 2023</p>	100% in 2023-2024			100% in 2026-2027	
1.3	<p>State Priority 1 C</p> <p>FIT Rating for school facilities in good repair.</p> <p>Source: SARC Fall 2023</p>	Overall rating: Good in 2023-2024			Overall Rating: Good in Fall 2026-2027	
1.4	<p>State Priority 2</p> <p>The implementation of academic content and performance standards for all students.</p> <p>Source: Administrator confirmation of implementation of CA Standards and record during observations.</p>	<p>2023-2024</p> <p>100% of teachers are implementing CA State Standards.</p>			<p>2026-2027</p> <p>100% of teachers are implementing CA State Standards.</p> <p>Source: Administrator confirmation of implementation of CA Standards and record during observations.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>State Priority 4 A</p> <p>The percentage of pupils that have successfully completed A-G requirements.</p> <p>Source: Dataquest</p>	<p>2022-2023</p> <p>37.2% graduated A through G eligible</p>			<p>2026-2027</p> <p>75% graduate A to G eligible</p>	<p>48.8%</p>
1.6	<p>The percentage of pupils that have successfully completed CTE pathways</p> <p>Source: Dataquest</p>	<p>2022-2023</p> <p>13.5% successfully completed at least one CTE pathway.</p>			<p>2026-2027</p> <p>25% successfully complete at least one CTE pathway.</p>	
1.7	<p>The percentage of pupils that have successfully completed A-G requirement and successfully completed at least one CTE pathway.</p> <p>Source: Dataquest</p>	<p>2022-2023</p> <p>7.7% completed both A-G requirements and at least one CTE pathway.</p>			<p>2026-2027</p> <p>15% complete both A-G requirements and at least one CTE pathway.</p>	
1.8	<p>State Priority 4 B</p> <p>The percentage of students who who took an AP exam and passed with a score of 3 or higher</p> <p>Source: The College Board</p>	<p>2022-2023</p> <p>76.6% of students who took AP exams passed with a score of 3 or greater.</p>			<p>2026-2027</p> <p>80% of students who take AP exams will pass with a score of 3 or greater</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	State Priority 5 E High School graduation rate. Source: Dataquest (four-year cohort)	2022-2023 85.9% High school graduation rate.			2026-2027 97.5% High school graduation rate.	
1.10	State Priority 2 B The degree to which programs/services enable English Learners to access the CSS and the ELD standards Source: Curriculum Department	2023-2024 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.			2026-2027 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	
1.11	State Priority 7 A Broad course of study	2023-2024 Students have access and are enrolled in all required areas of study			2026-2027 Students have access and are enrolled in all	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.			required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	488,764
1.12	State Priority 4 C: The percentage of pupils who participate in, and demonstrate college preparedness in the EAP.	2022-2023 81.44% prepared in ELA 51.04% prepared in Math			2025-2026 85% prepared in ELA 75% prepared in Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP Data					

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Teachers, Classified Staff, and Administrators	All teachers (1100-1900) and administrators (1300) are highly qualified to provide support to students in attaining access to a comprehensive education. (1000 object code) Classified staff and administrators in each job alike support student learning, health, and safety. (2100-2900) object code) - Fund 01 Resource 0000		No

Action #	Title	Description	Total Funds 490/164	Contributing
1.2	Instructional Materials and Resources	Instructional delivery of all core content areas with standards aligned instructional materials. Teachers and support staff are trained on instructional materials to support students during small group instruction. All newly adopted instructional materials are analyzed to ensure that diverse populations are represented in the content to support culturally responsive lesson planning. (4000 object code)		No
1.3	High School Outreach Counselor	The High School Outreach Counselor position continues to provide support to historically underserved and special populations. This counselor is responsible for helping to identify students who have difficulty establishing a connection with school and implementing processes to help those students build a bond with their school. Historically underserved students include those who are struggling academically, social-emotionally, or may have other barriers to their success. Special populations of students include our students with a Section 504 accommodation plan, socio-economically disadvantaged, foster youth and English Language Learners. Support includes teaching coping skills, strategies to overcome a variety of obstacles, regular meetings, Student Study Team meetings, crisis intervention, and collaboration with the teachers and staff to support the students.	\$140,000.00	Yes
1.4	Career Technical Education	Explore opportunities to publicize our Career Technical Education program, so that all of our students are aware of the benefits of CTE classes with a particular focus on our English Learners, socio-economically disadvantaged youth, and special education students. Working with our CTE instructors, create strategies to inform all students of the program, how the program can benefit their future, and how to adjust their schedule to enroll in CTE classes. Explore the possibility of informing our incoming 9th grade students of the benefits of the CTE program. The CTE team will take a planning day at the beginning of the school year working with Foundations 4 Innovation to organize delivery of the CTE program and strategize a vision for growth in 2024-2025. The program will be overseen by a CTE Coordinator 2024-2025.	\$1,700.00	No

Action #	Title	Description	Total Funds 491/64	Contributing
1.5	Broad Course of Study	<p>Dual enrollment class offerings will expand in 2024-2025 to 19 from 11 the previous year. The courses are offered in photography, culinary, computer science, engineering, English, psychology, and sociology. We will continue to seek ways to improve on this robust offering of dual enrollment classes by continuing our partnership with Monterey Peninsula College and staying current with our College and Career Pathways (CCAP) Agreement.</p> <p>To increase the number of CTE completers district wide, we will publicize these courses to our incoming 9th and 10th grade students, so they can begin a CTE pathway early in their high school experience.</p> <p>PGHS will continue to seek funding for the CTE programs via Career Technical Education Incentive and Perkins grants to support and increase the number of course offerings.</p>	\$0.00	No
1.6	Technology Infrastructure and Educational Support	<p>The PGUSD Ed Tech department has identified the following priorities for the upcoming years: Develop a plan to refresh student devices by 2029, initiate the migration of teacher devices to Chrome Operating System, continue updating/building flex labs at the Adult School and Community High School, and improve coverage and features (artificial intelligence) for the district's security camera system. To support these efforts, the technical department will implement ongoing staff training.</p>	\$600,000.00	No
1.7	A-G Completion	<p>PGHS will work with the counselors and teachers to implement measures to increase the number of students who complete the A-G requirements for admittance into a UC/CSU school. We will look for ways to support our students and staff by improving the system of monitoring student progress, making students aware of which classes fulfill these requirements, and installing an early notification system when students fall behind. PGHS will also conduct an analysis to identify which classes act as barriers to students completing A-G classes and focus intervention efforts in those areas.</p>		No

Action #	Title	Description	Total Funds 492/164	Contributing
1.8	Subject Specific Professional Development	PGUSD will identify staff development activities that are specific to the subject matter taught. District administrators will work with site principals to seek out training time to focus specifically on instructional practice directly related to the teachers' assignments.		No
1.9	Professional Learning Communities	PGUSD will embark on a three-year commitment to train and support school administrators and certificated staff in the fundamentals of building a professional learning community. This training will focus on the foundation of professional learning community work: "gathering evidence of current levels of student learning, developing strategies to build on the strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying new knowledge in the next cycle of continuous improvement." - quoted from Learning by Doing by Richard and Rebecca DuFour.	\$10,000.00	No
1.10	Facility Improvements	PGUSD will develop a facilities needs assessment to identify an annual list of district wide projects. At the direction of the board of education, the maintenance and facilities department will complete the projects deemed most necessary. This ongoing process of identifying needs and addressing them will be supported by funds 14 (deferred maintenance), 21 (Measure D), and 40 (capital improvements). Included in this process will be a review of our school bathrooms and a plan to upgrade those facilities.		No
1.11	Visitor Access Management and Controls	PGUSD will implement a consistent visitor management system at all of its sites. The system will be able screen visitors and send real time alerts if a visitor is flagged for being a known threat. This is a check-in, check-out system that will automate the process and accommodate a wide range of visitors.	\$33,340.00	No
1.12	Safety Training for Staff	PGUSD will provide online training for staff for incident command structure. This will be a three course asynchronous training for all staff who will be compensated for the training. All administrators would receive additional	\$35,500.00	No

Action #	Title	Description	Total Funds 493/164	Contributing
		training intended for site and district leaders. Also included is training for our campus supervisors and an active intruder training for all staff. Multi-disciplinary threat and risk assessment training for year one and followed up by refresher courses in subsequent years.		
1.13	Streamline Communications between PGUSD and Community	PGUSD will standardize communication practices to the community to include initial and immediate response to incident, follow up response to an incident when further details are available, and produce an after action report to the community following PGUSD and PGPD reviews.	\$0.00	No
1.14	Secondary Review of Homework Practices	In response to a survey question where 45% of secondary students were in disagreement with the statement "I never have homework assigned over school breaks," PGUSD will review and recommit to our homework policy at the secondary level. Of our secondary students' parents surveyed, 60% were in agreement with the statement, "The amount of time my child spends reading and doing homework is appropriate." In light of these responses, the secondary schools will explore the efficacy of homework as it relates to equitable grading practices.		No

Goal

Goal #	Description	Type of Goal
2	All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this goal after receiving feedback in community input sessions that students felt disconnected from school which was supported by California Healthy Kids Survey data concerning the prompt "There is a teacher or some other adult from my school who really cares about me." PGUSD also included this goal in response to receiving red indicators for chronic absenteeism on the California Dashboard. Our groups that scored in the red are students identifying as two or more races districtwide and at Forest Grove Elementary as well as SED students and students with disabilities at Robert Down Elementary. At our parent advisory sessions, educational partners indicated that chronic absenteeism is an area of concern after reviewing dashboard data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 3 A: Demonstration of the efforts the school district makes to seek parent input in making decisions for the school district and school sites. Source: CHKS	2023-2024 Strongly Agree/Agree "School actively seeks the input of parents before making important decisions." = 63%			"School actively seeks the input of parents before making important decisions." = 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State Priority 5 A: Attendance rate Source: Synergy Student Information System	2023-2024 Attendance rate through P2 PGUSD = 90.95% Forest Grove = 90.46% Robert Down = 91.87% PGMS = 93.85% PGHS = 94.38% CHS = 17.04%			2026-2027 Attendance rate through P2 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	
2.3	State Priority 5 B: Chronic Absenteeism Source: California Dashboard	2022-2023 Chronic Absenteeism rates PGUSD = 15.8% Forest Grove = 22.6% Robert Down = 16.6% PGMS = 8.8%			2025-2026 District Wide: 10% Forest Grove: 12% Robert Down: 12% PGMS: 5%	
2.4	State Priority 6 C: School Climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Caring Adults, elementary Source: CHKS	2023-2024 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 83% Forest Grove 82% Robert Down 83%			2025-2026 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 90% Forest Grove 90% Robert Down 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	<p>State Priority 6 C: School Climate</p> <p>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <p>Caring Adults, secondary</p> <p>Source: CHKS</p>	<p>2023-2024</p> <p>There is a teacher or some other adult from my school who really cares about me.</p> <p>Percent of students who answered "Very much true" or "Pretty much true."</p> <p>7th grade 56%</p> <p>9th grade 52%</p> <p>11th grade 65%</p>			<p>There is a teacher or some other adult from my school who really cares about me.</p> <p>Percent of students who answered "Very much true" or "Pretty much true."</p> <p>7th grade 70%</p> <p>9th grade 66%</p> <p>11th grade 80%</p>	196%
2.6	<p>State Priority 3 A:</p> <p>Demonstration of the efforts the school district makes to encourage parents to be an active partner with schools.</p> <p>Parent Input</p> <p>Source: CHKS</p>	<p>2023-2024</p> <p>"School encourages me to be an active partner with the school in educating my child." = 82%</p>			<p>"School encourages me to be an active partner with the school in educating my child." = 90%</p>	
2.7	<p>State Priority 3 A:</p> <p>Demonstration of the efforts the school district makes to encourage parents to be an active partner with schools.</p> <p>Parent Input</p> <p>Source: CHKS</p>	<p>2023-2024</p> <p>"Parents feel welcome to participate at this school." = 77%</p>			<p>"Parents feel welcome to participate at this school." = 90%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	State Priority 6 A: School Climate Pupil suspension rate Source: California Dashboard	2023-2024 Suspension rate = 1.5% Rating of "green" on the dashboard			Suspension rate equal to or less than 1.0%. Achieve a rating of "green" or "blue" on the dashboard.	
2.9	State Priority 6 B: School Climate Pupil expulsion rate Source: California Dashboard	2023-2024 Expulsion rate = 0%			Expulsion rate = 0%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

498/764

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	Counseling services are offered at the elementary, middle, and high school level. An orderly, caring, and positive educational and social environment enhances student learning. The district's goal is for all students to feel safe and feel as though they belong at their school. Counselors help guide and implement a variety of social/emotional supports and programs at each of the sites. The elementary school counselors work collaboratively with classroom teachers to implement the Toolbox social emotional learning curriculum. The Middle School counselors support and contribute to the planning of the advisory period activities at Pacific Grove Middle School, and high school counselors help students prepare for college and career choices.		No
2.2	Social Emotional Learning Resources	PGUSD will contract with the Restorative Justice Partnership beginning in Fall 2024 and continuing through 2027 to deliver high quality professional development for all district personnel. During the 2024-2025 school year, the professional development will consist of an introduction to restorative justice in education, a book study of restorative justice in education, a 4-day circle keeper training for teams from each school, restorative justice implementation training for school administrators, and whole school implementation. The action is intended to increase the percentage of students who feel the school is a safe place for them across all groups on the California Healthy Kids Survey.	\$0.00	No
2.3	Increase Awareness of Available Assistance	All PGUSD schools will increase communication and signage related to the social emotional supports that are available for students. This goal is in response to survey data indicating that 15% of high school students were not aware that there was a mental health therapist on campus and 21% of elementary students did not know who to go to for personal reasons.	\$0.00	No

Action #	Title	Description	Total Funds 499,764	Contributing
2.4	Increase Student Connection to School - Caring Adults	PGUSD will implement a theme called "Know my face, know my name, know my story." The goal will be for each school to identify those students who do not have a meaningful relationship with an adult on campus. Once the students are identified, staff will work toward creating a strong connection with them. This is in response to survey data indicating that 66% of our secondary students responded that there was an adult on campus who made them feel excited about their future.		No
2.5	Clear Consequences	All schools will publicize PGUSD's discipline matrix, so staff, students, and families have a clear understanding of the consequences that will be applied in various disciplinary situations. Schools will communicate the action taken in disciplinary situations to the greatest extent possible. The success of this action will be measured by an increase in the percentage of students who respond that they feel safe at school in the California Healthy Kids Survey.	\$0.00	No
2.6	High School Licensed Mental Health Therapist	<p>The Licensed Mental Health Therapist position will be continued at PGHS. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The therapist's intent is to help students develop skills and strategies for coping with anxiety, depression, trauma, substance abuse, suicide, grief, family discord or any issues contributing functional impairments in school and achievement.</p> <p>The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.</p>		No
2.7	Middle School Mental Health Therapist	The Middle School Mental Health Therapist will serve the social emotional needs of our middle school students. The therapist provides direct mental		No

Action #	Title	Description	Total Funds 500,764	Contributing
		<p>health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The will help students develop skills and strategies for coping with anxiety, depression, trauma, suicide, grief, family discord or any issues contributing functional impairments in school and achievement.</p> <p>The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.</p>		
2.8	Elementary Licensed Mental Health Therapist	This full time position will be split between Forest Grove and Robert Down elementary schools. The therapist will identify student mental health needs and provide staff professional development develop strategies to support our students.		No
2.9	Vector Training Student Safety & Wellness Courses grades 6-12	The Vector Solutions curriculum covers essential safety and wellness topics that are age appropriate for students in grades 6-8 and 9-12. Students at PGMS and PGHS will access these online lessons in their physical education classes. The PE teachers will facilitate discussions related to the lesson content. Topics covered include: Alcohol, Drug, & Vaping Prevention, Bullying & Cyberbullying, Digital Citizenship, Sexual Harassment, Youth Suicide Awareness, Stress & Anxiety, Depression, Good Decision Making, Healthy Relationships, and Resolving Disagreements.		No
2.10	Preventing Chronic Absenteeism	The district will use the Synergy student information system to monitor student attendance. When a student is on pace to be absent for 10 percent or more of the school year, the school will notify families that their student is chronically absent and offer support based on the student's individual circumstance to help increase attendance. The success of this action will be measured by improving the district's low performing chronically absent groups: multiple races/two or more (district wide, Forest Grove),		No

Action #	Title	Description	Total Funds 501/60	Contributing
		socioeconomically disadvantaged (Robert Down), students with disabilities (Robert Down).		

Goal

Goal #	Description	Type of Goal
3	Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.	Broad Goal

State Priorities addressed by this goal.

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)
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An explanation of why the LEA has developed this goal.

An analysis of our CAASPP testing data shows that gaps still remain in the achievement of our general population and our unduplicated pupil population. Although our dashboard metrics are positive with regard to our English learner progress and reclassification rate, we want to deepen our support for them, so they can continue to excel upon reclassification. Our low income students are another group that will warrant additional support based on assessment data. We feel the number of low income students is currently underreported in our district due to lunches being provided free of charge. Because the free and reduced lunch designation is used to identify our socioeconomically disadvantaged youth, the incentive to apply for the program is diminished when students have access to free meals. This situation calls for more intensive classroom tier 1 interventions in the form of small group, differentiated instruction and strong professional learning community practices at all sites.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>State Priority 2 B:</p> <p>The degree to which programs/services enable English Learners to access the CSS and the ELD standards.</p> <p>District analysis of instructional materials</p>	<p>In 2023-2024, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.</p>			<p>In 2026-2027, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.</p>	809,764
3.2	<p>State Priority 3 B:</p> <p>Demonstration of how the school district will promote parental participation in programs for unduplicated. (number of meetings, number of participants)</p>	<p>2024 District LCAP Family Survey - UPP results</p> <p>Strongly Agree/Agree</p> <p>The school creates a welcoming environment for families. = 84.8%</p> <p>The school staff shows a caring, supportive</p>			<p>2027 District LCAP Family Survey - UPP results</p> <p>Strongly Agree/Agree</p> <p>The school creates a welcoming environment for families. = 95%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District LCAP Family Survey - UPP results	attitude toward my child. = 84.6%			The school staff shows a caring, supportive attitude toward my child. = 95%	
3.3	State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exceptional needs. (number of meetings, number of participants)	PG serves 298 students on IEPs and our SELPA provides opportunities multiple time per year. IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS. Annual meetings for our 156 students who are on a 504 plan.			Maintain current level of compliance.	
3.4	State Priority 4 A: English Language Arts Statewide Assessments Source: California Dashboard	2022-2023 70.07% Met/exceeded standards 45.1 distance above standard			2025-2026 85% Met/exceeded standards 60 distance above standard	
3.5	State Priority 4 B: Statewide Assessment: Math Source: California Dashboard	2022-2023 56.88% Met/exceeded standards 9.6 distance above standard			2025-2026 70% Met/exceeded standards 30 distance above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	State priority 4 C: Statewide Assessment: CAST Source: Dataquest CAASPP report	2022-2023 56.8% Met/exceeded standards			2025-2026 70% Met/exceeded standards	50.9% 15.1% difference
3.7	State priority 4 H: Percent of English learners who are making progress Source: California Dashboard	2022-2023 54.4% progressed at least one EL proficiency level			2025-2026 65% will progress at least one EL proficiency level	50.7% 11.3% difference
3.8	State priority 4I: English learner reclassification rate Source: Synergy Student Information System	2023-2024 English learner reclassification rate = 17.3%			2026-2027 English learner reclassification rate = 25%	50.7% 33.4% difference
3.9	State priority 4J: The percentage of students qualified for the Early Assessment Program based on the CAASPP test scores. Source: Dataquest CAASPP report	2022-2023 81.44% prepared in ELA 51.04% prepared in math			2025-2026 90% prepared in ELA 70% prepared in math	50.7% 31.2% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	State Priority 5 A: School Attendance Rate Source: Synergy Student Information System	2022-2023 District Wide: 91.8% Forest Grove 88.6% Robert Down: 90.2% PGMS: 93.5% PGHS: 93.4% CHS: 78.6%			2025-2026 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	
3.11	State Priority 5 B: Chronic Absenteeism rates Source: California Dashboard	2022-2023 District Wide: 15.8% Forest Grove: 22.6% Robert Down: 16.6% PGMS: 8.8%			2025-2026 District Wide: 10% Forest Grove: 12% Robert Down: 12% PGMS: 5%	
3.12	State Priority 5 C: Middle School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 0% Dropout rate			2025-2026 0% Dropout rate	
3.13	State Priority 5 D: High School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 1.6% (2 students - PGHS) 0% (0 students - CHS)			2025-2026 1.5% PGHS 0% CHS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	State Priority 6 A: Pupil Suspension rates Source: Calpads/Synergy Student Information System	2022-2023 PGUSD: 1.5% Forest Grove: 0.5% Robert Down: 0.2% PGMS: 1.6% PGHS: 2.5% CHS: 22.7%			2025-2026 PGUSD: 1.0% Forest Grove: 0.5% Robert Down: 0.5% PGMS: 1.0% PGHS: 1.5% CHS: 5.0%	
3.15	State Priority 6 B: Pupil expulsion Source: Calpads/Synergy SIS	2022-2023 0%			2025-2026 0%	
3.16	State Priority 7B: Programs and services developed and provided to unduplicated pupils Source: PGUSD synopsis of services.	2023-2024 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides designated and integrated English Language Development supports and uses a co-			2026-2027 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teaching model at the elementary level.			district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level.	
3.17	State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP ELA testing data	<p>CAASPP ELA testing data 2023 for specific student groups</p> <p>General population: Exceeded - 36.33% Met - 33.70% Nearly Met - 18.99% Not Met - 10.98%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 19.48% Met - 34.42% Nearly Met - 27.92% Not Met - 18.18%</p> <p>English Learners: Exceeded - 2.94% Met - 5.88% Nearly Met - 50.00% Not Met - 41.18%</p> <p>Students with Disabilities Exceeded - 11.38%</p>			<p>CAASPP ELA testing data 2026 for specific student groups</p> <p>General population: Exceeded - 45% Met - 40% Nearly Met - 10% Not Met - 5%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 30% Met - 45% Nearly Met - 15% Not Met - 10%</p> <p>English Learners: Exceeded - 15% Met - 25% Nearly Met - 50.00% Not Met - 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Met - 11.38% Nearly Met - 39.84% Not Met - 37.40%			Students with Disabilities Exceeded - 20% Met - 20% Nearly Met - 40% Not Met - 20%	
3.18	State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP Math testing data	CAASPP Math testing data 2023 for specific student groups General population: Exceeded - 30.02% Met - 26.86% Nearly Met - 22.93% Not Met - 20.20% Socioeconomically Disadvantaged Youth: Exceeded - 14.01% Met - 22.93% Nearly Met - 23.57% Not Met - 39.49% English Learners: Exceeded - 8.11% Met - 32.43% Nearly Met - 13.51% Not Met - 45.95% Students with Disabilities Exceeded - 8.06% Met - 13.71% Nearly Met - 21.77% Not Met - 56.45%			CAASPP Math testing data 2026 for specific student groups General population: Exceeded - 30% Met - 40% Nearly Met - 20% Not Met - 10% Socioeconomically Disadvantaged Youth: Exceeded - 25% Met - 35% Nearly Met - 25% Not Met - 15% English Learners: Exceeded - 20% Met - 40% Nearly Met - 25% Not Met - 15% Students with Disabilities Exceeded - 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Met - 25% Nearly Met - 40% Not Met - 20%	
3.19	State Priority 8: Pupil Outcomes Source: DIBELS (reading composite score)	<p>DIBELS Assessment Spring 2024 Robert Down Elementary & Forest Grove Elementary Schools Combined data:</p> <p>Kindergarten: Intensive: 22% Strategic: 9% Proficient: 36% Advanced: 33%</p> <p>First Grade: Intensive: 7% Strategic: 14% Proficient: 35% Advanced: 44%</p> <p>Second Grade: Intensive: 11% Strategic: 8% Proficient: 34% Advanced: 46%</p> <p>Third Grade: Intensive: 17% Strategic: 8% Proficient: 23% Advanced: 52%</p> <p>Fourth Grade:</p>			<p>DIBELS Assessment Spring 2027 Robert Down Elementary & Forest Grove Elementary Schools Combined data:</p> <p>Kindergarten: Intensive: 15% Strategic: 10% Proficient: 40% Advanced: 35%</p> <p>First Grade: Intensive: 5% Strategic: 10% Proficient: 40% Advanced: 45%</p> <p>Second Grade: Intensive: 5% Strategic: 10% Proficient: 40% Advanced: 45%</p> <p>Third Grade: Intensive: 7% Strategic: 8% Proficient: 40% Advanced: 45%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Intensive: 10% Strategic: 22% Proficient: 30% Advanced: 37%</p> <p>Fifth Grade: Intensive: 23% Strategic: 10% Proficient: 18% Advanced: 50%</p>			<p>Fourth Grade: Intensive: 5% Strategic: 10% Proficient: 45% Advanced: 40%</p> <p>Fifth Grade: Intensive: 10% Strategic: 5% Proficient: 45% Advanced: 40%</p>	
3.20	<p>State Priority 8:</p> <p>Pupil Outcomes</p> <p>MAP ELA testing data for grade levels that do participate in CAASPP testing (Grades K, 1, 2, 9, and 10)</p>	<p>MAP Testing results Winter 2024</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 13% Low, 5% Low Average, 26% Average, 21% High Average, 36% High</p> <p>RD Grade K: 0% Low, 11% Low Average, 16% Average, 29% High Average, 44% High</p> <p>FG Grade 1: 19% Low, 19% Low Average, 28% Average, 17% High Average, 17% High</p> <p>RD Grade 1: 8% Low, 14% Low Average, 19%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Average, 22% High Average, 38% High</p> <p>FG Grade 2: 23% Low, 13% Low Average, 20% Average, 25% High Average, 20% High</p> <p>RD Grade 2: 9% Low, 10% Low Average, 21% Average, 34% High Average, 26% High</p> <p>Grade 9: 11% Low, 16% Low Average, 21% Average, 32% High Average, 20% High</p> <p>Grade 10: 15% Low, 24% Low Average, 25% Average, 19% High Average, 18% High</p>				
3.21	<p>State Priority 8:</p> <p>Pupil Outcomes</p> <p>MAP Math testing data for grade levels that do participate in CAASPP testing (Grades K, 1, 2, 9, and 10)</p>	<p>MAP Testing results Winter 2024</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 10% Low, 15% Low Average, 8% Average, 31% High Average, 36% High</p> <p>RD Grade K: 2% Low, 11% Low Average, 11%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Average, 31% High Average, 44% High</p> <p>FG Grade 1: 11% Low, 31% Low Average, 19% Average, 22% High Average, 17% High</p> <p>RD Grade 1: 2% Low, 19% Low Average, 25% Average, 28% High Average, 27% High</p> <p>FG Grade 2: 20% Low, 20% Low Average, 16% Average, 16% High Average, 28% High</p> <p>RD Grade 2: 13% Low, 8% Low Average, 13% Average, 29% High Average, 27% High</p> <p>Grade 9: 8% Low, 12% Low Average, 27% Average, 13% High Average, 37% High</p> <p>Grade 10: 6% Low, 13% Low Average, 23% Average, 20% High Average, 38% High</p>				519,764

Goal Analysis [2023-24]

514/764

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Site Based Professional Learning Teams	Instructional leadership teams will continue to participate in and lead professional learning activities at their sites. The learning activities will continue the district's work toward establishing equitable grading practices building off of previous efforts and continuing to align with the districts emphasis on cultural proficiency.	\$20,000.00	No
3.2	Site Based Planning Time	The district will support common planning time for teachers to prepare the implementation of new curriculum. This includes developing pacing guides and lesson plans for recently adopted high school texts and collaboration time for grade level or department teams. A main focus for all of these meetings will be the adapting the material to meet the needs of our unduplicated pupil population.	\$20,000.00	No

Action #	Title	Description	Total Funds 515,764	Contributing
3.3	AVID Classes at PGHS and PGMS	<p>Advancement Via Individual Determination (AVID) is an academic program that provides support and guidance to students in grades 6-12 who are traditionally underrepresented in higher education. The AVID program will increase unduplicated students' access to college preparation. The strategies learned would not typically be attained independently without additional support. This model will also give Low-Income students access to college and career planning. This is needed to help them visualize their future by introducing them to colleges meeting their personal goals and college application support.</p> <p>AVID has very specific requirements for the class, and there are rigorous steps each student must complete to participate. AVID has been described as "Wonderful for all, but necessary for some."</p> <p>The middle school will offer two sections for grades 7 and 8, and the high school will have three sections, one serving grades 9-10, the other grades 11-12. The Avid District Director is also allotted one section as part of their teaching assignment.</p>		Yes
3.4	English Language Arts Support Classes	Students who struggle in English language arts will receive multiple levels of support at the middle school. Students two or more grade levels behind will be scheduled in general education Read 180 courses and students will also have a transitions English class to support them with general education English classes.		Yes
3.5	Elementary Schools English Language Arts Intervention	<p>Elementary ELA programs will incorporate certificated teachers, instructional assistants, and materials needed to support grade level interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.</p> <p>Students who are designated as below grade level will receive support in the classroom and with intervention staff. Instructional aides and the intervention teacher will also support teachers in the classroom with small group instruction. Students with disabilities will receive the same general education support along with specialized academic instruction in English</p>		Yes

Action #	Title	Description	Total Funds 516/164	Contributing
		language arts when it is identified as a need on their individualized education program (IEP). This action is designed to address our lowest level performance on the dashboard in ELA by our students with disabilities at Forest Grove Elementary School.		
3.6	Language Review Teams	Designated English language development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams will meet twice a year to discuss English learners' and reclassified fluent English learners' individual strengths, areas of growth, reclassification criteria, and designated support for CAASPP tests. The expenditure is for the cost of substitutes for teachers and English language development teachers to attend the Language Review Team day.	\$1,000.00	Yes
3.7	Math Intervention Programs	<p>Elementary teachers will support students through leveled targeted intervention in the classroom using small group instruction as well as grade level flexible grouping.</p> <p>In the Middle School, students two or more grade levels behind will be enrolled in Math 180 courses beginning in grade six. There are two sections of math 180. The Middle School will offer three math support classes, one at each grade level, where identified students are concurrently enrolled in the grade level math class. The support class offers a differentiated approach focusing on conceptual learning of mathematics and its application.</p> <p>At the high school, two math support classes serve students in Integrated Math 1 and 2. Students will be concurrently enrolled in the support class and the grade-level math class. The support classes offer a differentiated approach focusing on conceptual learning of mathematics and its application. There will also be math tutoring for all classes taught by a certificated staff member. (Object code 1000)</p>		Yes

Action #	Title	Description	Total Funds 517/64	Contributing
3.8	High School Productive Study Class	Based on a needs assessment, there will be a total of five sections for Math/ELA Independent Productive Study: Grades 9, 10, 11, and 12. This class will serve as an A-G credit recovery class for students who need to make up units, and students will also be to complete unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes. (object code 1000) This action meets the district need to increase the college readiness indicator of our low income students which was 45.9 in 2023.		Yes
3.9	ELD Afterschool Homework Club	In response to feedback from the site and district English Learner Advisory Committees, an Afterschool Homework Club operates at Forest Grove. The club provides access to the support and technology necessary to complete classwork. The program also provides a positive social environment and a comfortable place for students to learn English.	\$7,000.00	Yes
3.10	Implement a Robust Peer-to-Peer Tutoring Program	PGUSD will implement a peer tutoring program where our older students work with our younger students under the supervision of our staff. Based on our campuses' close proximity to each other, the middle school and high school students will tutor elementary students. The district will look for additional ways to implement this model to build relationships between schools and allow our older students to serve as positive examples for our elementary population. This action is in response to input from multiple parent meetings including our District English Learner Advisory Committee and community input meetings.	\$0.00	No
3.11	District wide math articulation	Twice a year for the next three years, the district math teachers will meet to analyze student data and identify areas of focus to increase learning for our students. Elementary teachers will participate in meetings with the Middle School teachers to discuss areas of student need, and High School teachers will have similar meetings with our Middle School teachers.		No

Action #	Title	Description	Total Funds 518/164	Contributing
3.12	English Language Development	English Language Development teachers will work with students to provide designated support to students who are emerging, expanding, and bridging proficiency levels of English language acquisition focusing on how English works. Designated ELD teachers will work closely with the classroom teacher to support their professional learning, so they can better serve students with current curriculum in the classroom.(Object codes 1000, 2000)		Yes
3.13	Free BASRP for SED Youth	PGUSD will explore the feasibility of offering the Before and After School Recreation Program free of charge for our socioeconomically disadvantaged youth.		No

Goal

Goal #	Description	Type of Goal
4	PGUSD will strive to create a “Culture of We” at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.	Broad Goal

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

PGUSD developed this goal because of data and feedback indicating that our schools demonstrated a need to build a more culturally responsive school environment. For our district to embody its core value of belonging, we need to take measurable actions to create an environment where students of every circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, and language feel a strong sense of connection to their schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	5: School Climate Student LPAC Survey	Agree or strongly agree with the statement "I feel like I belong at my school." 2023-2024 All: 65.8%			Agree or strongly agree with the statement "I feel like I belong at my school." 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 41.7% American Indian: 91.7% Asian: 85.7% Asian Filipino: 75.7% Filipino: 62.5% Hispanic/Latino: 54.4% Pacific Islander: 85.7% Two or more: 59.5% White: 70.3%			All: 80% African American: 75% American Indian: 90% Asian: 90% Asian Filipino: 90% Filipino: 75% Hispanic/Latino: 75% Pacific Islander: 90% Two or more: 75% White: 85%	52.0%
4.2	5: School climate Student LPAC Survey	Answered "never" or "once or twice" to to a question asking if the student had been bullied racially. 2023-2024 All: 77% African American: 38% American Indian: 100% Asian Filipino: 97% Hispanic/Latino: 85% Pacific Islander: 100% Two or more: 77% White: 94%			Answered "never" or "once or twice" to to a question asking if the student had been bullied racially. 2023-2024 All: 90% African American: 90% American Indian: 100% Asian Filipino: 90% Hispanic/Latino: 90% Pacific Islander: 100% Two or more: 90% White: 90%	
4.3	5. School Climate	Answered "Disagree" to the question that			Answer "Disagree" to the question that	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Family Engagement Survey	the school encourages students to accept others who are different from them: All: 11% African American: 43% American Indian: 0% Asian Filipino: 3% Hispanic/Latino: 16% Pacific Islander: 33% Two or more: 14% White: 8%			the school encourages students to accept others who are different from them: All: 5% African American: 20% American Indian: 0% Asian Filipino: 3% Hispanic/Latino: 5% Pacific Islander: 20% Two or more: 10% White: 5%	
4.4	5. School Climate Family Engagement Survey	Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations All: 15% African American: 57% American Indian: 0% Asian Filipino: 31% Hispanic/Latino: 26% Pacific Islander: 67% Two or more: 12% White: 10%			Answer "Disagree" to the question that the district consistently provides curriculum that represents diverse populations All: 5% African American: 20% American Indian: 0% Asian Filipino: 20% Hispanic/Latino: 10% Pacific Islander: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or more: 5% White: 5%	
4.5	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. All: 12% African American: 29% American Indian: 0% Asian Filipino: 5% Hispanic/Latino: 13% Pacific Islander: 67% Two or more: 12% White: 10%			Answer "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. All: 5% African American: 15% American Indian: 0% Asian Filipino: 0% Hispanic/Latino: 5% Pacific Islander: 15% Two or more: 5% White: 5%	
4.6	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: I Feel connected to my child's school. All: 18% African American: 29% American Indian: 0% Asian Filipino: 31% Hispanic/Latino: 15% Pacific Islander: 33% Two or more: 16% White: 18%			Answer "Disagree" to the question: I Feel connected to my child's school. All: 10% African American: 15% American Indian: 0% Asian Filipino: 15% Hispanic/Latino: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Pacific Islander: 15% Two or more: 5% White: 5%	
4.7	5. School Climate Student Engagement Survey	Answered "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future . All: 14% African American: 13% American Indian: 17% Asian Filipino: 18% Hispanic/Latino: 15% Pacific Islander: 25% Two or more: 16% White: 14%			Answer "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future . All: 5% African American: 5% American Indian: 5% Asian Filipino: 5% Hispanic/Latino: 5% Pacific Islander: 10% Two or more: 5% White: 5%	
4.8	5: School Climate Respect for cultural practices and beliefs Source: CHKS	Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." All: 13%			Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." All: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	5: School Climate Diversity of instructional materials Source: CHKS	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." All: 19%			Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." All: 5%	82.9%

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds 525/164	Contributing
4.1	Professional Development	All staff will receive professional development designed to provide specific strategies, skills, and tools needed to create and equitable and inclusive school culture of belonging for all of our students. During 2024-2025, the district's professional development will focus on bias incident response and restorative practices. Professional development related to cultural proficiency will occur monthly at staff meetings.	\$30,000.00	No
4.2	Diverse Curriculum	PGUSD will offer a diverse curriculum with the goal of having all students see themselves represented in our instructional materials. At the elementary schools, the diversification of curriculum will include expanding school and classroom library collections and requiring new adoptions to be culturally responsive. At the middle school and high school level, all curriculum adoptions will have diverse representations and perspectives. All sites will review their curriculum with a focus on ensuring that it meets the needs of all students.	\$15,000.00	No
4.3	Community Outreach	The district will hold two cultural proficiency community outreach meetings annually. School sites will establish meetings seeking family input regarding cultural proficiency at two meetings throughout the school year - one toward the beginning of the year and one in the middle. Schools are encouraged to hold at least one of these community outreach events in their school's neighborhood.	\$0.00	No
4.4	Equitable Grading Practices	The middle school and high school will continue their examination of grading practices and ensure that these practices are equitable. At the middle school, an emphasis will be placed on grading for mastery and using grading rubrics to provide a detailed description of mastery for students. The high school will continue its examination of grading practices using the instructional leadership team to facilitate this work.	\$0.00	No
4.5	Board Policy Review	District administration will provide updates to board policy to ensure that all protocols and policies are inclusive of all groups who attend PGUSD schools.	\$0.00	No

Action #	Title	Description	Total Funds 526/164	Contributing
4.6	Cultural Proficiency Communication	PGUSD will post information related to cultural proficiency on its website and frequently remind educational partners that it is available. Individual school sites will also share culturally proficient actions with the community, so educational partners are informed of the efforts made to build an inclusive environment for all students.	\$0.00	No
4.7	Community Consultation	PGUSD will consult with community organizations who will assist in guiding our professional development activities to ensure they bring the greatest possible benefit to our students, staff, and families. These contracts for services will help develop the focus of our professional development activities and create our messaging about cultural proficiency.	\$35,000.00	No
4.8	Community Classes	Pacific Grove Adult School will conduct classes designed to teach and share the cultural proficiency concepts that are being taught to our staff and students. These classes will take the format of book discussions and will include community experts.	\$0.00	No

Goal

Goal #	Description	Type of Goal
5	All students, particularly low-income and students with disabilities at Robert Down Elementary will demonstrate a decrease in chronic absenteeism as measured by the CA Dashboard and local data.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Pacific Grove District Office's eligibility for Equity Multiplier Funding is due to socioeconomic and instability rates based on one student. The one student is now enrolled at Robert Down Elementary. Our analysis of the 2023 Dashboard data indicated a need to continue supporting efforts to reduce chronic absenteeism throughout the District, and particularly focusing on low-income and students with disabilities at Robert Down Elementary. To address this issue, we will allocate funding to enhance attendance initiatives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5: Pupil Engagement Chronic absenteeism rates Source: CA Dashboard	The Chronic Absenteeism rate is 15.8% (Yellow) for All students based on the 2023 Dashboard. Low-Income: 25.8% SWD: 22.3% Robert Down Elementary All Students: 16.6% Low-Income: 27.8% SWD: 25.5%			PGUSD All Students: 10% Low-Income: 10% SWD: 10% Robert Down Elementary All Students: 10% Low-Income: 10% SWD: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Priority 5: Pupil Engagement School attendance rates Source: Local Student Information System	In 2023-24 PGUSD student attendance rate through P-2 is 90.95%. Robert Down Elementary All Students: 90.14% Low-Income: 89.97% SWD: 89.68%			PGUSD All Students through P-2 is _____. Robert Down Elementary All Students: Low-Income: SWD:	87.87%

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds 529/164	Contributing
5.1	Attendance Incentive Program	Pacific Grove Unified School District will explore attendance incentive programs that are age appropriate at Robert Down Elementary School, Forest Grove Elementary School, Pacific Grove Middle School, Pacific Grove High School, and Pacific Grove Community High School.	\$10,000.00	No
5.2	Restorative Practices Professional Development	Pacific Grove Unified School with partner with Restorative Justice Partnership to provide professional development which includes a one-day training and and a follow up implementation program at Robert Down Elementary School. These training sessions will support the Bias Incident Response framework and create an approach to student discipline that emphasizes the restoration of broken relationships. This training is intended to create an emotionally healthier environment in our school resulting in improved student attendance and connectivity to our schools.	\$30,000.00	No
5.3	Professional Learning Community Training	Pacific Grove Unified School District will implement professional development activities beginning in March 2025 that will result in PGUSD becoming a model professional learning community. All of our schools will participate in these training sessions designed to help sites master the four questions and three big ideas of PLCs (Four questions - What do we want our students to be able to do? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we extend the learning for students who have reached proficiency? Three big ideas - Focus on learning, collaborative culture and collective responsibility for learning, and results orientation)	\$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: High School Outreach Counselor</p> <p>Need: SED, foster youth, and English learners are not achieving at the same level as our general population.</p> <p>Scope:</p>	Having this counselor review our data to identify students of concern will help staff focus their support on students who are historically underserved.	Graduation rate, state testing and CORE SEL survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.3	<p>Action: AVID Classes at PGHS and PGMS</p> <p>Need: Support for unduplicated pupil population to reach a four-year university.</p> <p>Scope: LEA-wide</p>	AVID classes provide scheduling support, tutoring, study skills, learning strategies, writing support, and college field trips. All of these fulfill the need to prepare AVID students for college success.	The percentage of students who take AVID and complete A-G requirements upon graduation.
3.4	<p>Action: English Language Arts Support Classes</p> <p>Need: Support for students who are more than two grade levels behind in English language arts.</p> <p>Scope: Schoolwide</p>	This action provides intensive for students two or more grade levels behind in English language, and it helps students transition to a general education English class.	Student lexile scores.
3.5	<p>Action: Elementary Schools English Language Arts Intervention</p> <p>Need: Literacy support for students are designated behind the grade level standard.</p> <p>Scope: LEA-wide</p>	The action addresses needs because it provides intensive intervention support for students behind the grade level standard. This is provided on an LEA basis because the need reaches throughout the district.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	<p>Action: Language Review Teams</p> <p>Need: The need to meet to discuss the needs of our English learners exists district wide.</p> <p>Scope: LEA-wide</p>	The action will meet to needs by providing time for teachers to discuss the accommodations that will best meet the needs of their students and review data to identify their greatest needs.	The percentage of students identified as making progress toward English proficiency.
3.7	<p>Action: Math Intervention Programs</p> <p>Need: Support needed for students two or more grade levels behind in math.</p> <p>Scope: LEA-wide</p>	The action will used research based methods and credentialed staff to provide support. It is provided on an LEA basis because there is a demonstrated need at the Middle School and High School levels.	Map student growth reports.
3.8	<p>Action: High School Productive Study Class</p> <p>Need: UPP need a class to make up units and complete current coursework and stay on track for A-G completion rate.</p> <p>Scope: Schoolwide</p>	This class allows time during the school day for students to complete work for class and make up credits toward A-G completion.	A-G completion rate
3.9	<p>Action: ELD Afterschool Homework Club</p>	The action provides a room and a certificated teacher to give academic support to English learners after school.	EL performance on ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Forest Grove has largest population of ELD students in the district. They need a place after school to complete homework and receive additional English language instruction.</p> <p>Scope: Schoolwide</p>		
3.12	<p>Action: English Language Development</p> <p>Need: Our English learner math CAASPP scores are -37.8 distance from standard and our ELA CAASPP scores for English Learners is -20 distance from standard.</p> <p>Scope: LEA-wide</p>	Our schools have a need to provide designated and integrated support to our English learners and professional growth activities for our teachers of English learners.	Distance from standard on CAASPP ELA and Math assessments.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$303,540.00						

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Teachers, Classified Staff, and Administrators	All		No											
1	1.2	Instructional Materials and Resources	All		No											
1	1.3	High School Outreach Counselor	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12		\$140,000.00	\$0.00	\$140,000.00				\$140,000.00
1	1.4	Career Technical Education	All		No					\$0.00	\$1,700.00	\$1,700.00				\$1,700.00
1	1.5	Broad Course of Study	All		No					\$0.00	\$0.00	\$0.00				\$0.00
1	1.6	Technology Infrastructure and Educational Support	All		No					\$0.00	\$600,000.00			\$600,000.00		\$600,000.00
1	1.7	A-G Completion	All		No											
1	1.8	Subject Specific Professional Development	All		No											
1	1.9	Professional Learning Communities	All		No					\$0.00	\$10,000.00		\$10,000.00			\$10,000.00
1	1.10	Facility Improvements	All		No											
1	1.11	Visitor Access Management and Controls	All		No					\$0.00	\$33,340.00	\$33,340.00				\$33,340.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.12	Safety Training for Staff	All	No					\$0.00	\$35,500.00	\$35,500.00				\$35,500.00
1	1.13	Streamline Communications between PGUSD and Community	All	No					\$0.00	\$0.00	\$0.00				\$0.00
1	1.14	Secondary Review of Homework Practices	All	No											
2	2.1	Counseling Services	All	No											
2	2.2	Social Emotional Learning Resources	All	No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.3	Increase Awareness of Available Assistance	All	No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.4	Increase Student Connection to School - Caring Adults	All	No											
2	2.5	Clear Consequences	All	No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.6	High School Licensed Mental Health Therapist	All	No											
2	2.7	Middle School Mental Health Therapist	All	No											
2	2.8	Elementary Licensed Mental Health Therapist	All	No											
2	2.9	Vector Training Student Safety & Wellness Courses grades 6-12	All	No											
2	2.10	Preventing Chronic Absenteeism	Multiple races/two or more All Students with Disabilities	No											
3	3.1	Site Based Professional Learning Teams	All	No					\$0.00	\$20,000.00		\$20,000.00			\$20,000.00
3	3.2	Site Based Planning Time	All	No					\$0.00	\$20,000.00	\$20,000.00				\$20,000.00
3	3.3	AVID Classes at PGHS and PGMS	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School,								

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
								Pacific Grove Middle School 7-12								
3	3.4	English Language Arts Support Classes	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8								
3	3.5	Elementary Schools English Language Arts Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary								
3	3.6	Language Review Teams	English	Learners	Yes	LEA-wide	English Learners	All Schools		\$1,000.00	\$0.00	\$1,000.00				\$1,000.00
3	3.7	Math Intervention Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
3	3.8	High School Productive Study Class	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income									
3	3.9	ELD Afterschool Homework Club	English	Learners	Yes	Scho olwide	English Learners	Specific Schools: Forest Grove Elementary School		\$7,000.00	\$0.00	\$7,000.00				\$7,000.00
3	3.10	Implement a Robust Peer-to-Peer Tutoring Program	All		No					\$0.00	\$0.00	\$0.00				\$0.00
3	3.11	District wide math articulation	All		No											
3	3.12	English Language Development	English	Learners	Yes	LEA-wide	English Learners	All Schools TK-12								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.13	Free BASRP for SED Youth	All	No											
4	4.1	Professional Development	All	No				2024-2025	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00
4	4.2	Diverse Curriculum	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
4	4.3	Community Outreach	All	No					\$0.00	\$0.00	\$0.00				\$0.00
4	4.4	Equitable Grading Practices	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Community High School, Pacific Grove Middle School 6-12		\$0.00	\$0.00	\$0.00				\$0.00
4	4.5	Board Policy Review	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00
4	4.6	Cultural Proficiency Communication	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00
4	4.7	Community Consultation	All	No			All Schools	\$0.00	\$0.00	\$35,000.00		\$35,000.00			\$35,000.00
4	4.8	Community Classes	All	No					\$0.00	\$0.00	\$0.00				\$0.00
5	5.1	Attendance Incentive Program	All	No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
5	5.2	Restorative Practices Professional Development	All	No					\$0.00	\$30,000.00	\$30,000.00				\$30,000.00
5	5.3	Professional Learning Community Training	All	No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00

2024-25 Contributing Actions Table

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1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		\$0.00	0.000%	0.000 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	High School Outreach Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	\$140,000.00	
3	3.3	AVID Classes at PGHS and PGMS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12		
3	3.4	English Language Arts Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8		
3	3.5	Elementary Schools English Language Arts Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Language Review Teams	Yes	LEA-wide	English Learners	All Schools	\$1,000.00	
3	3.7	Math Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.8	High School Productive Study Class	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.9	ELD Afterschool Homework Club	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove Elementary School	\$7,000.00	
3	3.12	English Language Development	Yes	LEA-wide	English Learners	All Schools TK-12		
4	4.4	Equitable Grading Practices				Specific Schools: Pacific Grove High School, Pacific Grove Community High School, Pacific Grove Middle School 6-12	\$0.00	
4	4.5	Board Policy Review				All Schools	\$0.00	
4	4.6	Cultural Proficiency Communication				All Schools	\$0.00	
4	4.7	Community Consultation				All Schools		

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2023-24 Annual Update Table

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Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,758,533.18	\$31,053,475.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Teachers, Classified Staff and Administrators	No	\$26,018,753.23	\$26,864,362.71
1	1.2	Instructional Materials and Resources	No	\$1,563,295.33	\$1,048,987
1	1.3	High School Outreach Counselor	Yes	\$131,550.92	\$135,826.32
1	1.4	Career Technical Education	Yes	\$0.00	\$0.00
1	1.5	Broad Course of Study	No	\$0.00	\$0.00
1	1.6	Technology Infrastructure	No	\$600,000.00	\$375,000
1	1.7	High School Credit Recovery class	Yes	\$25,311.26	\$26,487.11
1	1.9	Increased professional learning community meeting time at Pacific Grove High School.	Yes	\$0.00	\$0.00
1	1.10	Adjust facilities projects to prioritize repairs at the campus most in need of repairs.	No	\$0.00	\$0.00
2	2.1	Counseling Services	No	\$800,686.08	\$910,856.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Social Emotional Learning resources	No	\$0.00	\$0.00
2	2.3	Parent Engagement & Student Success	No	\$0.00	\$0.00
2	2.5	Mental Health Professional Development - All Levels	No	\$0.00	\$0.00
2	2.6	Sustained Mental Health Training	No	\$0.00	\$0.00
2	2.7	Restorative Practices	No	\$0.00	\$0.00
2	2.8	Digital Citizenship and Literacy	No	\$4,000.00	\$4,000.00
2	2.9	Parent Ed Tech Nights	No	\$4,000.00	\$4,000.00
2	2.10	Middle School Student Advisory Period	No	\$0.00	\$0.00
2	2.11	Vector Training Student Safety & Wellness Courses Grades 6-12	No	\$6,045.00	\$6,045.00
2	2.12	High School Licensed Mental Health Therapist	No	\$176,869.46	\$172,850.58
2	2.13	Elementary Licensed Mental Health Therapist	No	\$155,411.54	\$169,860.46
2	2.14	Middle School Social Emotional Supports	No	\$3,000.00	\$3,000.00
2	2.15	Equity and Cultural Proficiency	No	\$9,000.00	\$10,261.50

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Site Based Professional Learning Teams	No	\$28,000.00	\$28,000.00
3	3.2	AVID Classes at PGHS and PGMS	Yes	\$121,145.26	\$153,537.41
3	3.3	English Language Arts Support Classes	Yes	\$48,129.90	\$55,642.11
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$730,340.04	\$796,903.20
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1200.00
3	3.6	Math Intervention Programs	Yes	\$163,082.52	\$112,479.88
3	3.7	High School Productive Study Class	Yes	\$161,912.64	\$165,961.55
3	3.8	ELD Afterschool Homework Club	No	\$7,000.00	\$7,000.00
3	3.9	Peer-to-Peer Tutoring and Mentoring	Yes	\$0.00	\$0.00

2023-24 Contributing Actions Annual Update Table

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6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,160,955.26	\$1,198,798.00	(\$37,842.74)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High School Outreach Counselor	Yes	\$131,550.92	\$135,826.32		
1	1.4	Career Technical Education	Yes	\$0.00	\$0.00		
1	1.7	High School Credit Recovery class	Yes	\$25,311.26	\$26,133.88		
1	1.9	Increased professional learning community meeting time at Pacific Grove High School.	Yes	\$0.00	\$0.00		
3	3.2	AVID Classes at PGHS and PGMS	Yes	\$121,145.26	\$125,082.48		
3	3.3	English Language Arts Support Classes	Yes	\$48,129.90	\$49,694.12		
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$508,822.76	\$525,359.50		
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1,144.20		
3	3.6	Math Intervention Programs	Yes	\$163,082.52	\$168,382.70		
3	3.7	High School Productive Study Class	Yes	\$161,912.64	\$167,174.80		
3	3.9	Peer-to-Peer Tutoring and Mentoring	Yes	\$0.00	\$0.00		

2023-24 LCFF Carryover Table

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9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$1,198,798.00	0.000%	0.000%	\$0.00	0.000%

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP: 550/764

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

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Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

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- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. 558/764

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP: 562/764
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

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LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year. 567/764
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. 568/764

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5). 572/764

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year. 573/764

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	Pacific Grove Unified, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college ready and/or complete a career technical education pathway.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 A: Degree to which teachers are appropriately assigned and fully credentialed.	100% in 2020-2021 Source: SARC	100% in 2021-2022 Source: SARC	100% in 2022-2023 Source: SARC	100% in 2023-2024 Source: PGUSD HR dept.	100%
State Priority 1 B: Degree to which students have standards-aligned instructional materials.	100% in 2020-2021 Source: SARC	100% in 2021-2022 Source: SARC	100% in 2022-2023 Source: SARC	100% in 2023-2024 Source: SARC	100%
State Priority 1 C: FIT Rating for school facilities in good repair.	Overall Rating: GOOD Source: SARC/FIT	Overall Rating: GOOD Source: SARC/FIT	Overall Rating: GOOD Source: SARC/FIT	Overall Rating: Good Source: SARC/FIT	GOOD overall Rating
State Priority 2. The implementation of academic content and performance standards for all students.	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	during observations log.	during observations log.	during observations log.	during observations log.	
State Priority 4 A: The percentage of pupils that have successfully completed A-G requirements The percentage of pupils that have successfully completed CTE pathways	76.4 % completed either A-G or CTE pathways 73.6% Met A-G 22.9% Completed CTE Pathways Source: Illuminate SIS/Calpads 2019-2020	2020-2021 59% graduated A to G eligible 2021-2022 65.2% graduated A to G eligible 23.7% completed CTE Pathways 78.5% completed either CTE or A to G eligible	2022-2023 41.7% graduated A to G eligible 11.4% completed a CTE pathway	2022-2023 41.7% graduated A to G eligible 11.4% completed a CTE pathway ***To be updated in June prior to adoption.***	80% meet A-G 29% Complete CTE pathways
State Priority 4 B: The percentage of students who have passed an AP exam with a score of 3 or higher	2019-2020 73% Source: College Board	2021-2022 75%	2022-2023 76.6%	2022-2023 76.6% ***To be updated in June prior to adoption.***	79% Pass AP with a 3 or higher
State Priority 4 C: The percentage of pupils who participate in, and demonstrate college preparedness in the EAP.	2019-2020 79.2% prepared in ELA 64.2% prepared in Math	No CAASP Data for 2020-2021 as SBAC was not administered 2021-2022 80.17% Prepared in ELA 60.13% Prepared in Math	2022-2023 76% Prepared in ELA 46% Prepared in Math	2022-2023 76% Prepared in ELA 46% Prepared in Math ***To be updated in June prior to adoption.***	85% prepared in ELA 70% prepared in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5 E: High School graduation rate	95.3% Source: Calpads 2019-2020	2020-2021 Graduation rate PGHS/CHS 93.9% 2021-2022 Graduation rate PGHS/CHS 93.6%	2022-2023 Graduation rate PGHS/CHS 85.9% Calpads four-year cohort model.	2022-2023 Graduation rate PGHS/CHS 85.9% Calpads four-year cohort model. ***To be updated in June prior to adoption.***	100% graduation rate
State Priority 2 B: The degree to which programs/services enable English Learners to access the CSS and the ELD standards	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. New curriculum adoptions must include ELD supports.	All curriculum materials. in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. New curriculum adoptions must include ELD supports.	100%
State Priority 7 A: Broad course of study	Students have access and are enrolled in all	Students have access and are enrolled in all	Students have access and are enrolled in all	Students have access and are enrolled in all	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>required areas of study as monitored through CALPADS & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate.</p> <p>The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.</p>	<p>required areas of study as monitored through CALPADS & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate.</p> <p>The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.</p>	<p>required areas of study as monitored through CALPADS & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate.</p> <p>The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.</p>	<p>required areas of study as monitored through CALPADS & Illuminate. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Illuminate.</p> <p>The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.</p>	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The implementation of the actions taken to provide an educational system where all students thrive, are valued, and graduate college and/or career-ready to become productive global citizens can be gauged by the delivery of services offered consistently throughout the academic year. The successes of implementation are listed below:

- 1.1 Certificated Teachers, Classified Staff, and Administrators: Fully Implemented. Success Include: PGUSD will continue to staff its schools and programs with properly credentialed teachers and administrators as well as qualified classified staff.
- 1.2 Instructional Materials and Resources: Fully Implemented. Success Include: PGUSD has increased its updating of curriculum in all schools to ensure that instructional materials are up-to-date.
- 1.3 High School Outreach Counselor: Fully Implemented. Success Include: This position remains a staple of the high school counseling department serving students at PGHS and Community high school.
- 1.4 Career Technical Education: Fully Implemented. Success Include: Our CTE classes are some of the most popular among students at Pacific Grove High School.
- 1.5 Broad Course of Study: Fully Implemented. Success Include: PGUSD students have a broad course of study available to them.
- 1.6 Technology Infrastructure: Fully Implemented. The Measure A Educational Technology Bond funds infrastructure maintenance and upgrades for the students and families of Pacific Grove Unified School District. The installation of flat panel displays in our classrooms and the use of the Synergy analytics program are examples of meeting this goal.
- 1.7 High School Credit Recovery class: Fully Implemented. Success Include: Students remediated 15 A-G qualifying classes during the 2022-2023 school year. In addition, another 12 students remediated credits needed to graduate.

We encountered no substantive challenges in implementing these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimates actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #1 to achieve the desired outcomes, as measured by the above metrics, are as follows:

- 1.1 Certificated Teachers, Classified Staff, and Administrators: 100% in 2023-2024, Source: PGUSD HR dept.
- 1.2 Instructional Materials and Resources: 100% in 2023-2024, Source: SARC
- 1.3 High School Outreach Counselor: For the CSU early assessment program, 76% of students were prepared in ELA and 46% of students were prepared in math.

1.4 Career Technical Education: 11.4% of students completed a CTE pathway in 2022-2023.

1.5 Broad Course of Study: 100% of teachers implement CA State Standards., Source: Administrator to observe the implementation of CA Standards and record during observations log.

1.6 Technology Infrastructure: The technology department met all of their goals stated in this action item. Synergy analytics will be used by staff make data informed decisions regarding instruction, hardware installation including flat panel displays is complete, and the security camera installation project is ongoing.

1.7 High School Credit Recovery class: 41.7% graduated in 2022-2023 completing the UC/CSU A-G requirements.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After analyzing this goal and/or reviewing the state and local data collected, we will make the following adjustments to the actions in the 2024-27 LCAP to better meet the needs of students, achieve positive outcomes, and fulfill this goal:

The following changes will be made to the Goal: PGUSD has re-written goal 1 to reflect an emphasis on partnering with our students, families, and communities to achieve academic success at our schools. Building a school environment where all cultures feel welcome is a critical component to goal 1.

The following changes will be made to the actions to achieve this goal:

1.4 - The district will use grant funding for a CTE coordinator position that will monitor all grant applications and assist with communication to students and families informing them about the CTE program. The CTE team will take a planning day at the beginning of the year where they will work with Foundations 4 Learning to organize delivery of the program and strategize for growth in 2024-2025.

1.7 - PGHS will enhance its monitoring of students on pace to meet requirements to graduate UC/CSU A-G compliant. The school will use an early warning system in Synergy to identify students who are not meeting A-G requirements and use the productive study classes to make up needed credits using the Edmentum online education program.

1.8 - The district will offer subject specific professional development for secondary teachers as a response to a staff survey results making this request.

1.9 - PGUSD will embark on a three-year commitment to implementing professional learning communities at each school site. These teams will analyze student data then work together to identify teaching strategies to assist students who have not mastered the content and provide enrichment activities for those who have.

1.10 - PGUSD will improve facilities by conducting a needs assessment and prioritizing project.

1.11 - PGUSD will improve the safety of our schools by installing a visitor access management system.

1.12 - PGUSD will provide online training for staff for incident command structure. This will be a three course asynchronous training for all staff who will be compensated for the training. All administrators would receive additional training intended for site and district leaders. Also included is training for our campus supervisors and an active intruder training for all staff. Multi-disciplinary threat and risk assessment training for year one and followed up by refresher courses in subsequent years.

1.13 - PGUSD will standardize communication practices to the community to include initial and immediate response to incident, follow up response to an incident when further details are available, and produce an after action report to the community following PGUSD and PGPD reviews.

1.14 - Secondary schools will review their homework policies and practices to ensure they are aligned with equitable grading practices.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3 A: Demonstration of the efforts the school district makes to seek parent input in making decisions for the school district and school sites.	86% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 82% of parents Strongly Agree and Agree that "parents feel welcome to participate at school". CHKS 2020-21	CHKS 2021-2022 68% (parents) Strongly Agree/Agree that "school actively seeks the input of parents before making important decisions." 78% (parents) Strongly Agree/Agree that "parents feel welcome to participate at school."	CHKS 2022-2023 68% Strongly Agree/Agree that "school actively seeks the input of parents before making important decisions." 77% Strongly Agree/Agree that "parents feel welcome to participate at school."	CHKS 2022-2023 68% Strongly Agree/Agree that "school actively seeks the input of parents before making important decisions." 77% Strongly Agree/Agree that "parents feel welcome to participate at school." Expected March 2024	95% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 95% of parents Strongly Agree and Agree that "parents feel welcome to participate at school".
State Priority 3 B: Demonstration of how the school district will promote parental participation in programs for unduplicated. (number	80% (2019-20 CHKS) & 87% (2020-21 CHKS) "Strongly Agree and Agree that "school encourages me to be an active partner".	CHKS 2021-2022 83% (parents) Strongly Agree and Agree that "school encourages me to be an active partner."	CHKS 2022-2023 89% (parents) Strongly Agree/Agree "school encourages me to be an active partner."	CHKS 2022-2023 89% (parents) Strongly Agree/Agree "school encourages me to be an active partner."	95% "Strongly Agree and Agree that "school encourages me to be an active partner".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of meetings, number of participants)				Expected March 2024	
State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exceptional needs. (number of meetings, number of participants)	260 SPED Students SELPA opportunities multiple time per year 504 Annual Meetings IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS	<ul style="list-style-type: none"> • 265 SPED Students • SELPA opportunities multiple time per year • 504 Annual Meetings • IEP Meetings 1-2 times per year • Orientation at start of each school year • Orientation at transition from Elem to MS, and MS to HS 	<ul style="list-style-type: none"> • 240 SPED students • SELPA opportunities multiple times per year • 504 Annual Meetings • IEP meetings 1-2 times per year • Orientation at start of each school year • Orientation at transition from Elementary to MS and MS to HS 	<ul style="list-style-type: none"> • 271 SPED students • SELPA opportunities multiple times per year • 504 Annual Meetings • IEP meetings 1-2 times per year • Orientation at start of each school year • Orientation at transition from Elementary to MS and MS to HS 	Continue with documentation
State Priority 5 A: School Attendance Rate	District Wide: 94.1% Forest Grove 96.8% Robert Down: 97.3% PGMS: 97.2% PGHS: 96.8% CHS: 82.4% Source: Calpads	91.2% District Wide 21-22 Data Source: Synergy Forest Grove 89.6% Robert Down 91.2% PGMS 94.7% PGHS 94.2% CHS 84%	District Wide: 91.6% Forest Grove: 88.6% Robert Down: 90.3% PGMS: 93.6% PGHS: 93.5% CHS: 77.6%	District Wide: 93.1% Forest Grove: 90.3% Robert Down: 92.2% PGMS: 94.3% PGHS: 95.2% CHS: 79.1% Synergy SIS	All attendance rates maintain or improve and Community HS improves by 3 percentage points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Source: Calpads, Synergy SIS		
State Priority 5 B: Chronic Absenteeism rates	7.6% 2019-2020 Dashboard Data Files	District Wide 10.8% Forest Grove 18.2% Robert Down 10.8% PGMS 16.4% PGHS 14.5% CHS 45.0% Source: Synergy & Dashboard Data Files 2021-2022	District Wide: 17.0% Forest Grove: 21.6% Robert Down: 14.2% PGMS: 8.8% PGHS: 16.2% CHS: 63.3% Source: Calpads, Synergy SIS	District Wide: 17.0% Forest Grove: 21.6% Robert Down: 14.2% PGMS: 8.8% PGHS: 16.2% CHS: 63.3% Source: Calpads, Synergy SIS Update Expected June 2024	5% or less Chronic Absenteeism rates
State Priority 5 C: Middle School dropout rates	0% dropout 2019-2020 Source: Calpads	0% dropout 2021-2022 Source: Calpads	0% dropout 2022-2023 Source: Calpads, Synergy SIS	0% dropout 2022-2023 Source: Calpads, Synergy SIS Update Expected June 2024	Maintain 0% dropout
State Priority 5 D: High School dropout rates	1.4% (2 students) 2019-2020 Source Calpads	0% dropout 2021-2022 Source: Calpads	1.6% (2 students - PGHS) 0% (0 students - CHS) Source: Calpads, Synergy SIS	1.6% (2 students - PGHS) 0% (0 students - CHS) Source: Calpads, Synergy SIS Update Expected June 2024	0% dropout
State Priority 6 A:	2019-2020 1.6%	2021-2022	2022-2023	2022-2023	Decrease suspension rate to 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Suspension rates	Source: Calpads	Source: Synergy or SWIS, Dashboard reports 0.43% District-Wide Forest Grove .68% Robert Down .43% PGMS 1.7% PGHS 2.2% CHS 5%	Source: Calpads, Synergy SIS Forest Grove: 0.5% Robert Down: 0.2% PGMS: 1.6% PGHS: 2.5% CHS: 22.7%	Source: Calpads, Synergy SIS Forest Grove: 0.5% Robert Down: 0.2% PGMS: 1.6% PGHS: 2.5% CHS: 22.7% Update Expected June 2024	
State Priority 6 B: Pupil expulsion	2019-2020 0% Source Calpads	PGHS 0.33% (2 students) 0% All other sites Source: Synergy or SWIS, Dashboard reports 2021-2022	0% Source: Calpads, Synergy SIS 2022-2023	0% Source: Calpads, Synergy SIS 2022-2023 Update Expected June 2024	maintain 0% expulsion rate
State Priority 6 C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	95% (2019-20 CHKS) & 99% (2020-21) of Parents Strongly Agree and Agree that "school is a safe place for students" 79% (2019-20 CHKS) & 80% (2020-21 CHKS) of Elementary Students Strongly Agree and Agree that they "feel connected with their school"	CHKS 2021-22 Strongly Agree or Agree Parents: 95% "school is a safe place for my child." Elementary Students: 82% "feel connected with their school." Elementary Students: 79% "feel safe at school."	CHKS 2022-2023 Strongly Agree or Agree Parents: 92% "school is a safe place for students." Elementary Students: 76% "feel connected with their school" Elementary Students: 77% "feel safe at school"	CHKS 2023-2024 Strongly Agree or Agree Parents: Expected March 2024 Elementary Students: 74% "feel connected with their school" Elementary Students: 74% "feel safe at school"	100% of Parents Strongly Agree and Agree that "school is a safe place for students" 90% of Elementary Students Strongly Agree and Agree that they "feel connected with their school" 90% Elementary Students Strongly Agree and Agree that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	586/764 Desired Outcome for 2023–24
	<p>82% (2019-20 CHKS) & 81% (2020-2021 CHKS) of Elementary Students Strongly Agree and Agree that they "feel safe at school".</p> <p>66% (2019-20 CHKS) & 80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school".</p> <p>76.5%(2019-20 CHKS) & 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".</p>	<p>Secondary Students: 61% "feel connected with their school."</p> <p>Secondary Students: 66% "perceive school as safe or very safe."</p>	<p>Secondary Students: 51% "feel connected with their school"</p> <p>Secondary Students: 66% "perceive school as safe or very safe"</p>	<p>Secondary Students: 58% "feel connected with their school"</p> <p>Secondary Students: 64% "perceive school as safe or very safe"</p>	<p>they "feel safe at school".</p> <p>90% Secondary Students Strongly Agree and Agree that they "feel connected with their school".</p> <p>85% of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The implementation of the actions taken to advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency can be gauged by the delivery of services offered consistently throughout the academic year. The successes of implementation are listed below:

- 2.1 Counseling Services: Fully implemented - Success include: PGUSD is staffed with counselors in all of its schools. The addition of the high school outreach counselor provides a person who can monitor the progress of our at promise students toward completing college and career preparation.
- 2.2 Social Emotional Learning resources: Fully implemented - Success include: The addition of an elementary mental health therapist has provided much needed social emotional support for our students in grades TK-5. Our high school mental health therapist continues to serve the needs of our high school students.
- 2.3 Parent Engagement & Student Success: Not implemented - Improvement needed: The district did not implement this action. This position was initially advertised and the district did not receive any applicants. PGUSD will continue working with the adult school to explore other efforts to increase parent engagement.
- 2.4 Fundamentals of Success: Fully implemented - Success include: PGHS implemented the Fundamentals of Success class in previous years. In subsequent years, it was determined that there was a greater student need for an opportunity to complete class assignment within the school, so the Independent Productive Study sections were increased.
- 2.5 Institute for Social Emotional Learning: Fully implemented - Success include: This professional development was delivered in 2021-2022 upon our students' return to school after the pandemic. In 2023-2024, PGUSD utilized our mental health therapists to deliver professional development that identified the three major mental health challenges faced by our students and three strategies our staff could use to support them.
- 2.6 Trauma Informed Practices PD: Fully implemented - Success include: Mental health therapists consulted with staff on an as needed basis to support students who were in need.
- 2.7 Restorative Practices: Partially implemented - Success include: An overview of restorative practices was delivered at Pacific Grove High School although there was not specific follow up training to implement this approach to improving relationships among students and student discipline.
- 2.8 Digital Citizenship and Literacy: Fully implemented - Success include: Students receive instruction on media literacy in secondary English language arts classes as they conduct research projects.
- 2.9 Parent Ed Tech Nights: Fully implemented - Success include: PGUSD continues its partnership with Smart Social to provide online parent education events to inform our community about the best way for students to interact safely with the internet.
- 2.10 High School and Middle School Student Advisory Period: Fully implemented - Success include: The middle school advisory period is identified by students as an important aspect of establishing a school connection, according to a 2024 LCAP student advisory group meeting. The high school student advisory period was not as successful, so it was removed from the schedule.
- 2.11 Vector Training Student Safety & Wellness Courses Grades 6-12: Fully implemented - Success include: These online health classes have been used in middle school and high school. The modules include instruction on the health impacts of vaping and using drugs, alcohol, and tobacco.
- 2.12 High School Licensed Mental Health Therapist: Fully implemented - Success include: The full time mental health therapists assists students with a wide range of mental health needs and consults with staff in serving the social emotional needs of our students.
- 2.13 Elementary Licensed Mental Health Therapist: Fully implemented - Success include: Our elementary mental health therapists assist students with their mental health needs while working with elementary to support the social emotional needs of our students.
- 2.14 Middle School Social Emotional Supports: Fully implemented - Success include: All of the mental health supports listed in the LCAP have been implemented by the Middle School. In addition to these supports, a full-time mental health therapist will be added in upcoming years.

2.15 Equity and Cultural Proficiency: Fully implemented - Success include: The cultural proficiency completed its 10-certification and built a Cultural Proficiency Implementation Plan that will be incorporated in the future LCAP as an additional goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #2 to achieve the desired outcomes, as measured by the above metrics are as follows:

2.1 Counseling Services: The high school drop out rate has remained consistently low (1.4% in 2019-20 and 1.6% in 2022-2023).

2.2 Social Emotional Learning resources: 81% (2020-2021 CHKS) of Elementary Students Strongly Agree and Agree that they "feel safe at school" decreased to 74% in 2023-2024. 80% (2020-21 CHKS) of Elementary Students Strongly Agree and Agree that they "feel connected with their school" decreased to 74% in 2023-2024.

80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school" decreased to 58% in 2023-2024. 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe" increased to 64% in 2023-2024. This data indicates that the feeling of connection has decreased in our schools following our return from the pandemic. Interestingly the highest percentage of secondary students feeling connected to their school occurred the pandemic year 2020-2021. The feeling of safety did not show as much variance dropping by 7% at the elementary level and increasing by 4% at the high school.

2.3 Parent Engagement & Student Success: Based on California Healthy Kids Survey data parents who agree or strong agree the the "school allows input and welcomes parent contributions: dropped from 86% to 68% and parents who "feel welcome to participate in their children's school" fell from 82% to 77%. For the question, "My child's school encourages me to be an active partner," the score increased from 87% to 89%. This data shows that PGUSD is encouraging parents to be active partners in their child's education but can improve in the area of allowing parent input and making contributions.

2.4 Fundamentals of Success: The high school drop out rate has remained consistently low (1.4% in 2019-20 and 1.6% in 2022-2023).

2.5 Institute for Social Emotional Learning: 80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school" decreased to 58% in 2023-2024. 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe" increased to 64% in 2023-2024. This data indicates that the feeling of connection has decreased in our schools following our return from the pandemic. This data indicates an ongoing need to address the social emotional learning needs of our students.

2.6 Trauma Informed Practices PD: This training is connected to the restorative practices training. The data below is relevant to this action.

2.7 Restorative Practices: 80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school" decreased to 58% in 2023-2024. 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school

as safe or very safe" increased to 64% in 2023-2024. This data shows the need for staff to receive training in restorative practices to create an environment where students feel safe and connected with their school.

2.8 Digital Citizenship and Literacy: 81% (2020-2021 CHKS) of Elementary Students Strongly Agree and Agree that they "feel safe at school" decreased to 74% in 2023-2024. 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe" increased to 64% in 2023-2024. PGUSD efforts to educate our students in digital citizenship and literacy contribute to the sense of safety our students experience in our schools.

2.9 Parent Ed Tech Nights: Parent Engagement & Student Success: Based on California Healthy Kids Survey data parents who agree or strong agree the the "school allows input and welcomes parent contributions: dropped from 86% to 68% and parents who "feel welcome to participate in their children's school" fell from 82% to 77%. For the question, "My child's school encourages me to be an active partner," the score increased from 87% to 89%. This data shows that PGUSD should continue its efforts to provide parent activities to increase their sense of connectivity to our schools.

2.10 High School and Middle School Student Advisory Period: 80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school" decreased to 58% in 2023-2024. PGUSD should continue to seek ways to increase a feeling of connection with our schools according to this data. Middle school students identified the advisory period as an important aspect of building a sense of community, so it will be continued at PGMS.

2.11 Vector Training Student Safety & Wellness Courses Grades 6-12: 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe" increased to 64% in 2023-2024. This data suggests that efforts to increase student safety such as those offered by Vector are a benefit to our students.

2.12 High School Licensed Mental Health Therapist: One indicator of student mental health is the chronic absenteeism rate for a district or school. Our baseline chronic absenteeism rate of 7.6% 2019-2020 district wide increased to District Wide: 17.0% district wide. At the elementary schools the rates were 21.6% at Forest Grove, and 14.2% at Robert Down. We will use this as one measure of our student mental health in the ongoing years to address PGUSD low performing areas.

2.13 Elementary Licensed Mental Health Therapist: See description for 2.12.

2.14 Middle School Social Emotional Supports: See description for 2.12.

2.15 Equity and Cultural Proficiency: 81% (2020-2021 CHKS) of Elementary Students Strongly Agree and Agree that they "feel safe at school" decreased to 74% in 2023-2024. 80% (2020-21 CHKS) of Elementary Students Strongly Agree and Agree that they "feel connected with their school" decreased to 74% in 2023-2024.

80% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "feel connected with their school" decreased to 58% in 2023-2024. 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe" increased to 64% in 2023-2024. At the heart of our cultural proficiency work our core values of a sense of belonging and safety for all students. The data measuring student school connectedness and safety is an important metric for our progress.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After analyzing this goal and/or reviewing the state and local data collected, we will make the following adjustments to the actions in the 2024-27 LCAP to better meet the needs of students, achieve positive outcomes, and fulfill this goal:

The following changes will be made to the Goal: Goal 2 retains our commitment to social emotional learning while the specific goal of having every student feel connected to a minimum of one caring adult on campus

The following changes will be made to the actions to achieve this goal:

2.2 - PGUSD will contract with the Restorative Justice Partnership beginning in Fall 2024 and continuing through 2027 to deliver high quality professional development for all district personnel. This action replaces the professional development with the Institute for Social Emotional Learning. The restorative justice training will fill several needs at the district including an improvement in the emotional, intellectual, and physical safety of our students.

2.3 - PGUSD is creating an action to increase the awareness of mental health supports at all of our campus. This new action for the upcoming LCAP is in response to student data indicating up to 20% did not know about resources.

2.4 - The district is writing into the LCAP a specific action that calls for each school to make an intentional effort to create meaningful relationships with an adult on campus.

2.5 - To help increase the sense of student safety, PGUSD will publicize its discipline matrix so staff, students, and families have a clear understanding of the consequences that will be applied in various disciplinary situations. This is in response to multiple groups expressing a need for this action.

2.7 - PGUSD is adding a mental health therapist to the Middle School which currently is the only school without this level of service.

2.10 - In response to California Dashboard data identifying certain student groups in the lowest level of performance, PGUSD will implement a chronic absenteeism monitoring, notification, and support program in its schools.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English language arts each year as measured by the California Assessment of Student Performance and Progress (CAASPP) and local valid assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4 A English Language Arts Statewide Assessments: ELA	78.67% Met/exceeded standards 68.1 points above standard (blue) Dashboard data 2019- 2020	No CAASPP Data for 2020-2021 as SBAC was not administered ELA CaASPP data 2021-2022 74.54% Met/Exceeded standard. 52.9 points above the standard.	ELA CaASPP data 2022-2023 70.03% Met/Exceeded standard.	ELA CaASPP data 2022-2023 70.03% Met/Exceeded standard. Expected June 2024	90% Meet or exceed state standards
State Priority 4 B Statewide Assessment: Math	65.02% Met/exceeded standards 33.5 points above standard (green) Dashboard data 2019- 2020	No CAASPP Data for 2020-2021 as SBAC was not administered Math CaSPP data 2021-2022 57.45% Met/Exceeded	Math CaASPP data 2022-2023 56.88% Met/Exceeded standard.	Math CaASPP data 2022-2023 56.88% Met/Exceeded standard. Expected June 2024	80% Meet or exceed state standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		standard. 10.5 points above the standard.			
State Priority 4 C Statewide Assessments: CAA	Student data is not reported due to small numbers of students for 2019-2020	No CaASPP Data for 2020-2021 as SBAC was not administered 11 PGUSD students took the CAA in 2021-2022 for ELA and Mathematics. The number is too small to report performance levels.	8 PGUSD students took the CAA in 2022-2023 for ELA and Mathematics. The number is too small to report performance levels.	8 PGUSD students took the CAA in 2022-2023 for ELA and Mathematics. The number is too small to report performance levels. Expected June 2024	
State Priority 4 D Percent of ELs who make progress toward English proficiency as measured by the ELPAC	71.4% make progress Dashboard data 2019-2020	No CAASPP Data for 2020-2021 as SBAC was not administered 48.1% made progress Dashboard Data 2021-2022	54% made progress Preliminary Dashboard Data 2022-2023	54% made progress Preliminary Dashboard Data 2022-2023 Expected June 2024	85% make progress towards English Proficiency
State Priority 4 E: English learner reclassification rate Calpads	22.6% EL Reclassification rate Calpads 2019-2020	11.3% EL Reclassification Rate Calpads 2020-2021 8.0% EL Reclassification Rate Calpads 2021-2022	16.7% Source: Calpads, Synergy SIS 2022-2023	16.7% Source: Calpads, Synergy SIS 2022-2023 Expected June 2024	30% reclassification rate
State Priority 4 F: Map testing ELA in lieu of state testing Spring 2021	Map Testing results for grades 3-11 ELA Grade 3: 8.6% Not met ,17.2% Nearly	Map Testing results Spring 2022 The following scores are Map growth norm-referenced	MAP Testing results Spring 2023 The following scores are Map growth norm-referenced	MAP Testing results Winter 2024 The following scores are Map growth norm-referenced	10% of students in the met and nearly met move over to the Met/exceeded category in all grade levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Met 74.2% Met/exceeded</p> <p>Grade 4: 17.3% Not met, 15.3 Nearly Met, 67.3% Met/exceeded</p> <p>Grade 5: 13.8% Not met, 19.8% Nearly Met, 66.4% Met/exceeded</p> <p>Grade 6: 12.4% Not met, 12.4% Nearly Met, 75.2% Met/exceeded</p> <p>Grade 7: 14.3% Not met, 17% Nearly Met, 68.8% Met/exceeded</p> <p>Grade 8: 6.6% Not Met, 18.2% Nearly Met, 75.2 Met/exceeded</p> <p>Grade 11: 9.9% Not Met, 19.8% Nearly Met, 70.4% Met/exceeded</p>	<p>FG Grade K: 31% Low, 19% Low Average, 16% Average, 14% High Average, 20% High</p> <p>RD Grade K: 5% Low, 10% Low Average, 13% Average, 23% High Average, 49% High</p> <p>FG Grade 1: 18% Low, 8% Low Average, 13% Average, 33% High Average, 28% High</p> <p>RD Grade 1: 10% Low, 2% Low Average, 25% Average, 17% High Average, 46% High</p> <p>FG Grade 2: 3% Low, 5% Low Average, 14% Average, 29% High Average, 49% High</p> <p>RD Grade 2: 4% Low, 4% Low Average, 7% Average, 26% High Average, 59% High</p>	<p>FG Grade K: 13% Low, 28% Low Average, 18% Average, 23% High Average, 18% High</p> <p>RD Grade K: 14% Low, 10% Low Average, 19% Average, 14% High Average, 42% High</p> <p>FG Grade 1: 39% Low, 24% Low Average, 14% Average, 14% High Average, 9% High</p> <p>RD Grade 1: 19% Low, 15% Low Average, 19% Average, 22% High Average, 25% High</p> <p>FG Grade 2: 8% Low, 20% Low Average, 19% Average, 24% High Average, 29% High</p> <p>RD Grade 2: 9% Low, 10% Low Average, 21% Average, 34% High Average, 26% High</p>	<p>FG Grade K: 13% Low, 5% Low Average, 26% Average, 21% High Average, 36% High</p> <p>RD Grade K: 0% Low, 11% Low Average, 16% Average, 29% High Average, 44% High</p> <p>FG Grade 1: 19% Low, 19% Low Average, 28% Average, 17% High Average, 17% High</p> <p>RD Grade 1: 8% Low, 14% Low Average, 19% Average, 22% High Average, 38% High</p> <p>FG Grade 2: 23% Low, 13% Low Average, 20% Average, 25% High Average, 20% High</p> <p>RD Grade 2: 9% Low, 10% Low Average, 21% Average, 34% High Average, 26% High</p>	10% of students in the not met move over to the nearly met/met category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Grade 9: 4% Low, 10% Low Average, 22% Average, 34% High Average, 31% High</p> <p>Grade 10: 9% Low, 17% Low Average, 24% Average, 30% High Average, 21% High</p> <p>The following scores are CaASPP results from Spring 2022 Elementary Grade 3: 14.73% Not Met, 14.73% Nearly Met, 24.81% Met, 45.74% Exceeded</p> <p>Elementary Grade 4: 10.07% Not Met, 16.55% Nearly Met, 23.74% Met, 49.64% Exceeded</p> <p>Elementary Grade 5: 9.72% Not Met, 13.19% Nearly Met, 36.81% Met, 40.28% Exceeded</p> <p>Grade 6: 9.77% Not met, 22.56% Nearly</p>	<p>Grade 9: 19% Low, 19% Low Average, 25% Average, 17% High Average, 20% High</p> <p>Grade 10: 17% Low, 27% Low Average, 23% Average, 21% High Average, 12% High</p> <p>The following scores are CaASPP results from Spring 2023 Elementary Grade 3: 11% Not Met, 21% Nearly Met, 25% Met, 40% Exceeded</p> <p>Elementary Grade 4: 22% Not Met 9% Nearly Met, 27% Met, 40% Exceeded</p> <p>Elementary Grade 5: 13% Not Met, 15% Nearly Met, 32% Met, 39% Exceeded</p> <p>Grade 6: 4% Not met, 23% Nearly Met, 32% Met, 39% Exceeded</p>	<p>Grade 9: 11% Low, 16% Low Average, 21% Average, 32% High Average, 20% High</p> <p>Grade 10: 15% Low, 24% Low Average, 25% Average, 19% High Average, 18% High</p> <p>CAASPP results expected August 2024</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Met, 41.35% Met, 26.32% Exceeded</p> <p>Grade 7: 5.88% Not met, 16.91% Nearly Met, 47.06% Met, 30.15% Exceeded</p> <p>Grade 8: 8.13% Not met, 14.63% Nearly Met, 41.46% Met, 35.77% Exceeded</p> <p>Grade 11: 9.76% Not met, 11.38% Nearly Met, 30.08% Met, 48.78% Exceeded</p>	<p>Grade 7: 11% Not met, 21% Nearly Met, 41% Met, 26% Exceeded</p> <p>Grade 8: 7% Not met, 23% Nearly Met, 41% Met, 27% Exceeded</p> <p>Grade 11: 6% Not met, 17% Nearly Met, 35% Met, 40% Exceeded</p>		
State Priority 4 G:Map testing Math in lieu of state testing Spring 2021	<p>Map Testing results for grades 3-11 Math</p> <p>Grade 3: 16.4% Not met, 25% Nearly met, 58.6% Met/exceeded</p> <p>Grade 4: 19.6% Not met, 30.7% Nearly Met, 49.7% Met/exceeded</p> <p>Grade 5: 28.4% Not met, 31% Nearly Met, 40.5% Met/exceeded</p>	<p>Map Testing Results Spring 2022</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 24% Low, 14% Low Average, 16% Average, 24% High Average, 22% High</p> <p>RD Grade K: 5% Low, 5% Low Average, 11% Average, 37%</p>	<p>MAP Testing results Spring 2023</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 10% Low, 29% Low Average, 24% Average, 24% High Average, 13% High</p> <p>RD Grade K: 12% Low, 8% Low Average, 7% Average, 31%</p>	<p>MAP Testing results Winter 2024</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 10% Low, 15% Low Average, 8% Average, 31% High Average, 36% High</p> <p>RD Grade K: 2% Low, 11% Low Average, 11% Average, 31%</p>	<p>10% of students in the met and nearly met move over to the Met/exceeded category in all grade levels.</p> <p>10% of students in the not met move over to the nearly met/met category</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 6: 26.8% Not met, 26.1% Nearly Met, 47.2% Met/exceeded</p> <p>Grade 7: 20.9% Not met, 33.9% Nearly Met, 45.2% Met/exceeded</p> <p>Grade 8: 21.9% Not met, 24.5% Nearly Met, 53.6% Met/exceeded</p> <p>Grade 11: 29.6% Not met, 26.5% Nearly Met, 43.9% Met/exceeded</p>	<p>High Average, 42% High</p> <p>FG Grade 1: 16% Low, 17% Low Average, 24% Average, 17% High Average, 26% High</p> <p>RD Grade 1: 11% Low, 6% Low Average, 19% Average, 39% High Average, 25% High</p> <p>FG Grade 2: 6%, 14% Low Average, 27% Average, 26% High Average, 27% High</p> <p>RD Grade 2: 4% Low, 7% Low Average, 19% Average, 32% High Average, 38% High</p> <p>Grade 9: 4% Low, 17% Low Average, 20% Average, 24% High Average, 36% High</p> <p>Grade10: 6% Low, 15% Low Average, 18% Average, 26%</p>	<p>41% High Average, 32% High</p> <p>FG Grade 1: 47% Low, 15% Low Average, 11% Average, 19% High Average, 8% High</p> <p>RD Grade 1: 25% Low, 15% Low Average, 19% Average, 20% High Average, 21% High</p> <p>FG Grade 2: 12% Low, 11% Low Average, 23% Average, 33% High Average, 21% High</p> <p>RD Grade 2: 17% Low, 5% Low Average, 24% Average, 40% High Average, 14% High</p> <p>Grade 9: 14% Low, 15% Low Average, 25% Average, 26% High Average, 20% High</p> <p>Grade 10: 9% Low, 21% Low Average, 17% Average, 15%</p>	<p>High Average, 44% High</p> <p>FG Grade 1: 11% Low, 31% Low Average, 19% Average, 22% High Average, 17% High</p> <p>RD Grade 1: 2% Low, 19% Low Average, 25% Average, 28% High Average, 27% High</p> <p>FG Grade 2: 20% Low, 20% Low Average, 16% Average, 16% High Average, 28% High</p> <p>RD Grade 2: 13% Low, 8% Low Average, 13% Average, 29% High Average, 27% High</p> <p>Grade 9: 8% Low, 12% Low Average, 27% Average, 13% High Average, 37% High</p> <p>Grade 10: 6% Low, 13% Low Average, 23% Average, 20%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>High Average, 36% High</p> <p>The following scores are CaASPP results from Spring 2022</p> <p>Elementary Grade 3: 10.08% Not Met, 17.83% Nearly Met, 34.88% Met, 37.21% Exceeded</p> <p>Elementary Grade 4: 9.35% Not Met, 25.90% Nearly Met, 35.25% Met, 29.50% Exceeded</p> <p>Elementary Grade 5: 20.14% Not Met, 27.08% Nearly Met, 26.39% Met, 26.39% Exceeded</p> <p>Grade 6: 19.55% Not met, 32.33% Nearly Met, 21.80% Met, 26.32% Exceeded</p> <p>Grade 7: 20.15% Not met, 26.87% Nearly Met, 24.63% Met, 28.36% Exceeded</p>	<p>High Average, 38% High</p> <p>The following scores are CaASPP results from Spring 2023</p> <p>Due Fall 2023</p> <p>Elementary Grade 3: 11% Not Met, 11% Nearly Met, 41% Met, 35% Exceeded</p> <p>Elementary Grade 4: 10% Not Met 27% Nearly Met, 30% Met, 31% Exceeded</p> <p>Elementary Grade 5: 22% Not Met, 27% Nearly Met, 21% Met, 28% Exceeded</p> <p>Grade 6: 15% Not met, 24% Nearly Met, 26% Met, 33% Exceeded</p> <p>Grade 7: 21% Not met, 26% Nearly Met, 24% Met, 27% Exceeded</p> <p>Grade 8: 33% Not met, 20% Nearly Met,</p>	<p>High Average, 38% High</p> <p>CaASPP results due Fall 2024</p> <p>Elementary Grade 3:</p> <p>Elementary Grade 4:</p> <p>Elementary Grade 5:</p> <p>Grade 6:</p> <p>Grade 7:</p> <p>Grade 11:</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Grade 8: 20.33% Not met, 26.83% Nearly Met, 21.14% Met, 31.71% Exceeded</p> <p>Grade 11: 24.19% Not met, 16.94% Nearly Met, 28.23% Met, 30.65% Exceeded</p>	<p>17% Met, 28% Exceeded</p> <p>Grade 11: 31% Not met, 21% Nearly Met, 23% Met, 22% Exceeded</p>		
State Priority 7B: Programs and services developed and provided to unduplicated pupils	<p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p> <p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners</p>	<p>Continuing: Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p> <p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners</p>	<p>Continuing: Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p> <p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners</p>	<p>Continuing: Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p> <p>Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides English Language Development instruction and operates a push in model (Co-teaching) for English learners</p>	Maintain services for unduplicated pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	<p>with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	<p>with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses.</p>	<p>with designated support.</p> <p>Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.</p>	
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs	Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offering. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.	Continuing: Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offerings. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.	Continuing: Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offerings. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.	Continuing: Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offerings. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Siras.	Maintain services for pupils with exceptional needs
State Priority 8: Pupil Outcomes	DIBELS Assessments Spring 2021 Robert Down Elementary & Forest Grove Elementary	DIBELS Assessments Spring 2022 Robert Down Elementary & Forest Grove Elementary	DIBELS Assessments Spring 2023 Robert Down Elementary & Forest Grove Elementary	DIBELS Assessment Winter 2023 Robert Down Elementary & Forest Grove Elementary	Increase proficient and/or advanced status for each grade level by 10% points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Schools combined data:</p> <p>Kindergarten: Intensive: 26% Strategic: 13% Proficient: 28% Advanced: 33%</p> <p>First Grade: Intensive: 7% Strategic: 9% Proficient: 43% Advanced: 41%</p> <p>Second Grade: Intensive: 7% Strategic: 8% Proficient: 50% Advanced: 34%</p> <p>Third Grade: Intensive: 5% Strategic: 8% Proficient: 28% Advanced: 58%</p> <p>Fourth Grade: Intensive: 6% Strategic: 7% Proficient: 55% Advanced: 32%</p> <p>Fifth Grade: Intensive: 15% Strategic: 5%</p>	<p>Schools combined data:</p> <p>Kindergarten: Intensive: 23% Strategic: 9% Proficient: 30% Advanced: 37%</p> <p>First Grade: Intensive: 3% Strategic: 14% Proficient: 34% Advanced: 49%</p> <p>Second Grade: Intensive: 7% Strategic: 7% Proficient: 33% Advanced: 54%</p> <p>Third Grade: Intensive: 7% Strategic: 15% Proficient: 20% Advanced: 59%</p> <p>Fourth Grade: Intensive: 10% Strategic: 19% Proficient: 35% Advanced: 35%</p> <p>Fifth Grade: Intensive: 20% Strategic: 8%</p>	<p>Schools combined data:</p> <p>Kindergarten: Intensive: 22% Strategic: 13% Proficient: 28% Advanced: 37%</p> <p>First Grade: Intensive: 15% Strategic: 14% Proficient: 30% Advanced: 41%</p> <p>Second Grade: Intensive: 9% Strategic: 14% Proficient: 31% Advanced: 47%</p> <p>Third Grade: Intensive: 9% Strategic: 9% Proficient: 28% Advanced: 55%</p> <p>Fourth Grade: Intensive: 11% Strategic: 19% Proficient: 31% Advanced: 39%</p> <p>Fifth Grade: Intensive: 18% Strategic: 9%</p>	<p>Schools Combined data:</p> <p>Kindergarten: Intensive: 28% Strategic: 16% Proficient: 24% Advanced: 33%</p> <p>First Grade: Intensive: 14% Strategic: 22% Proficient: 29% Advanced: 34%</p> <p>Second Grade: Intensive: 18% Strategic: 12% Proficient: 31% Advanced: 40%</p> <p>Third Grade: Intensive: 15% Strategic: 8% Proficient: 32% Advanced: 45%</p> <p>Fourth Grade: Intensive: 7% Strategic: 13% Proficient: 30% Advanced: 51%</p> <p>Fifth Grade: Intensive: 13% Strategic: 16%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Proficient: 45% Advanced: 35%	Proficient: 23% Advanced: 49%	Proficient: 21% Advanced: 52%	Proficient: 33% Advanced: 38%	
State Priority 8: Pupil Outcomes	<p>CaASPP ELA testing data 2019 for specific student groups</p> <p>General population: Exceeded - 46.27% Met - 32.40% Nearly Met - 14.55% Not Met - 6.79%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 25.89% Met - 36.16% Nearly Met - 26.34% Not Met - 11.61%</p> <p>English Learners: Exceeded - 12.12% Met - 21.21% Nearly Met - 30.30% Not Met - 36.36%</p> <p>Hispanic: Exceeded - 32.45% Met - 34.75% Nearly Met - 21.81% Not Met - 11.17%</p> <p>Students with Disabilities Exceeded - 11.21%</p>	<p>CaASPP test not administered in 2020 and 2021</p> <p>CaASPP ELA testing data 2022 for specific student groups</p> <p>General population: Exceeded - 39.48% Met - 35.06% Nearly Met - 15.75% Not Met - 9.71%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 19.62% Met - 31.01% Nearly Met - 31.65% Not Met - 17.72%</p> <p>English Learners: Exceeded - 4.76% Met - 23.81% Nearly Met - 35.71% Not Met - 35.71%</p> <p>Hispanic: Exceeded - 27.87% Met - 33.33% Nearly Met - 24.04% Not Met - 14.75%</p>	<p>CaASPP ELA testing data 2023 for specific student groups</p> <p>General population: Exceeded - 36.33% Met - 33.70% Nearly Met - 18.99% Not Met - 10.98%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 19.48% Met - 34.42% Nearly Met - 27.92% Not Met - 18.18%</p> <p>English Learners: Exceeded - 2.94% Met - 5.88% Nearly Met - 50.00% Not Met - 41.18%</p> <p>Hispanic: Exceeded - 26.09% Met - 37.68% Nearly Met - 30.43% Not Met - 5.80%</p> <p>Students with Disabilities Exceeded - 11.38%</p>	<p>CaASPP ELA testing data 2023 for specific student groups</p> <p>General population: Exceeded - 36.33% Met - 33.70% Nearly Met - 18.99% Not Met - 10.98%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 19.48% Met - 34.42% Nearly Met - 27.92% Not Met - 18.18%</p> <p>English Learners: Exceeded - 2.94% Met - 5.88% Nearly Met - 50.00% Not Met - 41.18%</p> <p>Hispanic: Exceeded - 26.09% Met - 37.68% Nearly Met - 30.43% Not Met - 5.80%</p> <p>Students with Disabilities Exceeded - 11.38%</p>	All groups will exceed 2019 (pre-pandemic) levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Met - 22.41% Nearly Met - 37.07% Not Met - 29.31%	Students with Disabilities Exceeded - 11.94% Met - 23.13% Nearly Met - 35.07% Not Met - 29.85%	Met - 11.38% Nearly Met - 39.84% Not Met - 37.40%	Met - 11.38% Nearly Met - 39.84% Not Met - 37.40% Expected August 2024	
State Priority 8: Pupil Outcomes	<p>CaASPP Math testing data 2019 for specific student groups</p> <p>General population: Exceeded - 37.80% Met - 27.42% Nearly Met - 23.38% Not Met - 12.60%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 16.07% Met - 20.09% Nearly Met - 39.73% Not Met - 24.11%</p> <p>English Learners: Exceeded - 19.44% Met - 11.11% Nearly Met - 33.33% Not Met - 36.11%</p> <p>Hispanic: Exceeded - 20.86% Met - 24.06% Nearly Met - 36.36% Not Met - 18.72%</p>	<p>CaASPP test not administered in 2020 and 2021</p> <p>CaASPP Math testing data 2022 for specific student groups</p> <p>General population: Exceeded - 29.91% Met - 27.54% Nearly Met - 24.95% Not Met - 17.60%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 11.32% Met - 20.75% Nearly Met - 29.56% Not Met - 38.36%</p> <p>English Learners: Exceeded - 21.43% Met - 9.52% Nearly Met - 26.19% Not Met - 42.86%</p> <p>Hispanic:</p>	<p>CaASPP Math testing data 2023 for specific student groups</p> <p>General population: Exceeded - 30.02% Met - 26.86% Nearly Met - 22.93% Not Met - 20.20%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 14.01% Met - 22.93% Nearly Met - 23.57% Not Met - 39.49%</p> <p>English Learners: Exceeded - 8.11% Met - 32.43% Nearly Met - 13.51% Not Met - 45.95%</p> <p>Hispanic: Exceeded - 22.54% Met - 28.17% Nearly Met - 25.35% Not Met - 23.94%</p>	<p>CaASPP Math testing data 2023 for specific student groups</p> <p>General population: Exceeded - 30.02% Met - 26.86% Nearly Met - 22.93% Not Met - 20.20%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 14.01% Met - 22.93% Nearly Met - 23.57% Not Met - 39.49%</p> <p>English Learners: Exceeded - 8.11% Met - 32.43% Nearly Met - 13.51% Not Met - 45.95%</p> <p>Hispanic: Exceeded - 22.54% Met - 28.17% Nearly Met - 25.35% Not Met - 23.94%</p>	All groups will exceed 2019 (pre-pandemic) levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities Exceeded - 8.70% Met - 13.04% Nearly Met - 32.17% Not Met - 46.09%	Exceeded - 14.67% Met - 23.37% Nearly Met - 28.80% Not Met - 33.15% Students with Disabilities Exceeded - 6.72% Met - 16.42% Nearly Met - 21.64% Not Met - 55.22%	Exceeded - 22.54% Met - 28.17% Nearly Met - 25.35% Not Met - 23.94% Students with Disabilities Exceeded - 8.06% Met - 13.71% Nearly Met - 21.77% Not Met - 56.45%	Students with Disabilities Exceeded - 8.06% Met - 13.71% Nearly Met - 21.77% Not Met - 56.45% Expected August 2024	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The implementation of the actions taken to show a measurable increase in achieving grade-level standards in mathematics and English language arts each year as measured by the California Assessment of Student Performance and Progress (CAASPP) and local valid assessments for English learners have been successful, as gauged by assessing each action below:

3.1 Site-Based Professional Learning Teams: Fully implemented. Successes include: PGUSD fully implemented its goal of providing funding for site-based professional learning teams to meet. With professional learning community meeting time in every school's master schedule, we have the structure in place for staff to conduct the work of PLCs. Our next step is to provide the necessary training for all schools in best practices for using PLC time to improve student learning.

3.2 AVID Classes at the High and Middle School: Fully implemented. Successes include: The AVID program has grown in popularity at Pacific Grove High School resulting in the addition of a section serving students in grades 9-10 while maintaining sections for students in seventh and eighth grade and grades 11 and 12.

3.3 Middle School English Language Arts Support Classes: Fully implemented. Successes include: The classes are in the master schedule and serve the needs of students two or more grade levels behind as well as students transitioning from special education English language arts classes into the general education program.

3.4 Elementary Schools English Language Arts Intervention: Fully implemented. Successes include: The elementary reading intervention classes consistently show student progress toward reaching grade level standards as measured by the DIBELS reading assessment.

3.5 Language Review Teams: Fully implemented. Successes include: Annual meetings to discuss the progress and supports needed for our English learners at all levels in every school.

3.6 Middle and High School Math Intervention Programs: Fully implemented. Successes include: High school classes support students in their efforts to pass Integrated Math 1 and Integrated Math 2. At the middle school, students who are more than two grade levels behind in math are placed in math 180 and there are math support classes in grades 6-8.

3.7 High School Productive Study Class: Fully implemented. Successes include: The high school productive study course provides an opportunity for students to complete classwork during the school day. The services in the productive study will be expanded in 2024-2025 to include A-G credit recovery.

3.8 HS math tutoring section: Fully implemented. Successes include: The high school offers an after school tutorial section that is staffed by a credentialed math teacher.

3.9 Paper Tutoring Service: Fully implemented. Successes include: This service was fully implemented and then discontinued with the one-time funds used to purchase the program were exhausted. Student usage data was used to make the decision not to renew the service.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The data received from the California Assessments of Student Performance and Progress constitutes the primary metric used to measure progress for students in grades 3-8, and grade 11. The performance on these metrics show that PGUSD continues to recover from the deleterious impacts of pandemic as evidenced by our 8% percent reduction in the percentage of students meeting or exceeding grade level standards. These metrics are used as measurement of effectiveness for the following actions:

3.1 Site Based Professional Learning Teams, 3.3 English Language Arts Support Classes, 3.6 Math Intervention Programs; 3.8 HS math tutoring section, and 3.9 Paper Tutoring Service. Although the performance of the district has declined in English Language Arts and Mathematics, many of these actions will be retained as they are seen as reducing the decline the district has experienced. The Paper Tutoring service has not been renewed as it received limited use from students.

Action 3.4 Elementary Schools English Language Arts Intervention uses the DIBELS composite reading score to measure student growth toward reading fluency and comprehension. The effectiveness of the program is best measured by the number of students who reach proficiency at the end of the year compared with the beginning of the year. The data included in the LCAP will represent the end of year data when those figures are available.

Action 3.2 AVID Classes at the High and Middle School are measured using the drop out rate and graduation rate as these classes are designed to keep students on pace to graduate. Although not reflected in this table of metrics the low high school and middle school drop out rates combined with a high graduation rate at the high school indicate that the program is successful.

Action 3.5 Language Review Teams. These teams are an integral component in our efforts to assist our English learners in the general classroom setting. The metric used to judge the success of these teams is the percent of our English learners who make progress over the previous year as measured by the English Language Proficiency Assessments of California. Our EL progress rate increased from 48% in 2022 to 54% in 2023 which shows growth; however, it is below our pre-pandemic level of 74% making progress.

Action 3.7 High School Productive Study Class is designed to keep students on pace for graduation by allowing them an opportunity to complete school assignment during the regular school day. We use our aforementioned graduation rate to measure the success of this class. In 2024-2025, the five productive study class sections will also serve as credit recovery opportunities for our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following changes will be made to the Goal: Goal 3 is committing to differentiated instruction as a means to increase in students achieving grade level standards in Pacific Grove Unified School District. The district will continued to use targeted intervention using a variety of strategies, programs, and small group instruction for students requiring additional support.

After analyzing this goal and/or reviewing the state and local data collected, we will make the following adjustments to the actions in the 2024-27 LCAP to better meet the needs of students, achieve positive outcomes, and fulfill this goal:

3.1 Site based professional learning teams. The budget estimate for this item is reduced by \$8,000 because the one-time funding used for this item is becoming depleted. The district is however, investing another \$20,000 into professional development for the sites committed to implementing the best practices for professional learning communities at each site.

3.2 Site based planning time. This expenditure will fund the meeting time teachers need outside of the work schedule to collaborate when choosing a new curriculum or planning new lessons once a curriculum is adopted.

3.8 High school productive study class. PGHS will allow students to recover credits during the productive study class. This will increase from one to five the number of sections where students can make up credits.

3.10 Implement a robust peer-to-peer tutoring program. This request comes directly from our community input meeting and our District English Learner Advisory Committee meeting. These groups feel that a tutoring program will benefit the students who are receiving the assistance and the tutors themselves.

3.11 District wide math articulation. Like many districts throughout the state, improving student performance in math is a challenge for PGUSD. These articulation sessions will allow our teachers the time to review student data and create strategies to support students in their greatest areas of need.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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

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

SUBJECT: Public Hearing of Tentative Agreement with Pacific Grove Teachers Association (PGTA) for Fiscal Year 2023-2024

DATE: May 23, 2024

PERSON RESPONSIBLE: Buck Roggeman, Lead Negotiator

RECOMMENDATION:

The District Administration recommends that the Board hold a public hearing of the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for fiscal year 2023-2024.

BACKGROUND:

All changes to contracts between the District and employee groups require a public hearing and approval by the Board. In addition, AB 1200 requires the District to submit details of all negotiated salary agreements to the Monterey County Office of Education (MCOE) for their review and approval ten days prior to the Board action.

INFORMATION:

The Pacific Grove Unified School District (District) and the Pacific Grove Teachers' Association (PGTA) hereby resolve all issues in negotiations for the 2023-2024 and 2024-2025 school years on the following terms and conditions:

1. Except as expressly stated herein or in one of the attachments to this document, all provisions of the current collective bargaining agreement will continue without modification for the period of this agreement.
2. The term of the contract shall be from July 1, 2023 through June 30, 2025.
3. All salary schedules (except the stipend schedules) for bargaining unit members shall each be increased effective July 1, 2023, by 3.25%. The retroactive pay shall be made no later than July 10, 2024.
4. Article III – Benefits – regarding an increase in the benefits allowance as attached.
5. Additional steps shall be added to the Certificated Salary Schedule and Counselor Salary Schedule as attached.
6. Article II - Wages - summer school pay language will be moved to this article as attached.

7. Article IV - Leaves - regarding clarification and rewriting of multiple items including Personal Necessity leave, Extended Illness leave, Pregnancy Disability, Parental leave, Sabbatical leave and Overseas teaching leave.
8. Article VI - Transfers/Assignments - regarding clarification of multiple items including vacancies, voluntary transfers, involuntary transfers, and other items as attached.
9. Article VII – Hours of Employment – regarding the professional development day related to the welcome back breakfast, mandatory training, summer school hours of employment, and aligning the work weeks of counselors, speech therapists, and librarians to other unit members.
10. Article IX - Evaluation - regarding the reduction of observations required of temporary and probationary unit members from three to two and adjusting the evaluation timeline to reflect this reduction.

FISCAL IMPACT:

For Item # 3 above: (3.25% Total Compensation)

General Fund

- Total compensation (inclusive of statutory costs) of 3.25% = **\$843,010**

Adult Education Fund

- Total Compensation of 3.25% (inclusive of statutory costs) = **\$18,954**

Child Development Fund

- Total compensation of 3.25% (inclusive of statutory costs) = **\$2,867**

For Item # 4 above: (1.26% of Total Compensation)

General Fund

- Estimated cost (inclusive of statutory costs) = **\$334,787**

For Item #5 above:(.32% Total Compensation)

General Fund

- Estimated cost (inclusive of statutory costs) = **\$85,654**



PACIFIC GROVE UNIFIED SCHOOL DISTRICT ^{611/764}

435 Hillcrest Avenue

Pacific Grove, CA 93950

Dr. Linda Adamson
Superintendent

(831) 646-6510
Fax (831) 646-6500
ladamson@pgusd.org

Joshua Jorn
Assistant Superintendent

(831) 646-6509
Fax (831) 646-6582
josh.jorn@pgusd.org

www.pgusd.org

In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5 and CCR, Title V, Section 15449, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 23, 2024, regarding

**PUBLIC DISCLOSURE OF
COLLECTIVE BARGAINING AGREEMENTS FOR
PUBLIC HEARING NOTICE**

**PACIFIC GROVE TEACHERS
ASSOCIATION
(PGTA)**

The hearing will be held during the regular Board meeting, which begins at 6:30 p.m in person at the District Office, 435 Hillcrest Avenue, Pacific Grove or virtually. Please visit our website at www.pgusd.org for the link to attend the meeting virtually.

Copies of the Collective Bargaining Agreements will be available for public viewing beginning April 30, 2024, through June 20, 2024. For more information, please contact Buck Roggeman, Director of Curriculum and Special Projects at 646-6526.

Posted: April 30, 2024

TENTATIVE AGREEMENT
BETWEEN
PACIFIC GROVE UNIFIED SCHOOL DISTRICT AND
PACIFIC GROVE TEACHERS' ASSOCIATION

The Pacific Grove Unified School District (District) and the Pacific Grove Teachers' Association (PGTA) hereby resolve all issues in negotiations for the 2023-2024 and 2024-2025 school years on the following terms and conditions:

1. Except as expressly stated herein or in one of the attachments to this document, all provisions of the current collective bargaining agreement will continue without modification for the period of this agreement.
2. The term of the contract shall be from July 1, 2023 through June 30, 2025.
3. All salary schedules (except the stipend schedules) for bargaining unit members shall each be increased effective July 1, 2023 by 3.25%. The retroactive pay shall be made no later than July 10, 2024.
4. Article III – Benefits – regarding an increase in the benefits allowance as attached.
5. Additional steps shall be added to the Certificated Salary Schedule and Counselor Salary Schedule as attached.
6. Article II - Wages - summer school pay language will be moved to this article as attached.
7. Article IV - Leaves - regarding clarification and rewriting of multiple items including Personal Necessity leave, Extended Illness leave, Pregnancy Disability, Parental leave, Sabbatical leave and Overseas teaching.
8. Article VI - Transfers/Assignments - regarding clarification of multiple items including vacancies, voluntary transfers, involuntary transfers, and other items as attached.
9. Article VII – Hours of Employment – regarding the professional development day related to the welcome back breakfast, mandatory training, summer school hours of employment, and aligning the work weeks of counselors, speech therapists, and librarians to other unit members.
10. Article IX - Evaluation - regarding the reduction of observations required of temporary and probationary unit members from three to two and adjusting the evaluation timeline to reflect this reduction.

Pacific Grove Unified School District Proposal to PGTA

April 24, 2023

SALARY AND HEALTH BENEFITS

The Pacific Grove Unified School District proposes for the 2023-2024 school year a 4.83% total compensation package as follows:

1. Effective July 1, 2023, the 2022-2023 Certificated salary schedule shall be increased by 3.25%.
2. Effective July 1, 2023, the following modifications shall be made to Article III Employee Benefits equaling a \$3,300 increase in benefits:

The District will provide a health benefit program for Full-Time bargaining unit members (.8 FTE shall be considered Full-Time for health benefits purposes only) who are enrolled in a MCSIG medical plan, which shall consist of a medical plan with optional dental and vision. The District's maximum contribution for health benefits for Part-Time bargaining unit members working fewer than eight-tenths (.8) of thirty seven and one-half (37.5) hours per week but four-tenths (.4) or more of a Full-Time equivalent shall be one half of the amounts below. The District's maximum contribution to MCSIG for health benefits for Full-Time employees shall not exceed the following monthly amounts on a 10-month basis:

Employee Only	\$1,020.00
Employee and Dependents	\$1,482.00

SALARY AND HEALTH BENEFITS

[illegible]

2022-2023 Salary Schedule - Counselor - 195 work days

	BA I		BA+15 II		BA+30 III		BA+45 or MA IV		BA+60/MA+15 V		BA+75/MS+30/DR VI	
	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%
1	72,231		78,452	81,002	83,308	86,016	86,792	89,613	88,910	91,800	89,657	92,571
2	73,731	76,127	80,389	83,002	85,685	88,470	89,608	92,520	92,164	95,159	93,347	96,381
3	75,229	77,674	82,325	85,001	88,061	90,923	92,421	95,425	95,415	98,516	97,038	100,192
4	76,731	79,225	84,264	87,003	90,433	93,372	95,236	98,331	98,665	101,872	100,729	104,003
5	78,228	80,770	86,201	89,003	92,811	95,827	98,050	101,237	101,919	105,231	104,419	107,813
6	79,730	82,321	88,138	91,002	95,186	98,280	100,864	104,142	105,170	108,588	108,108	111,622
7	81,228	83,868	90,076	93,003	97,563	100,734	103,678	107,048	108,425	111,949	111,799	115,432
8	82,728	85,417	92,017	95,008	99,937	103,185	106,493	109,954	111,676	115,305	115,489	119,242
9	82,728	85,417	93,950	97,003	102,314	105,639	109,306	112,858	114,928	118,663	119,179	123,052
10	83,625	86,343	94,849	97,932	106,539	110,002	113,969	117,673	119,696	123,586	124,393	128,436
11							116,855	120,653	123,351	127,360	128,133	132,297
12									126,606	130,721	132,173	136,469
13									129,999	134,224	135,865	140,281
15									132,599	136,908	138,136	142,625
17											140,407	144,970
19											142,223	146,845
21											144,038	148,719
22	Step 22 to be eliminated in 2024/25										144,946	149,657
23											147,298	152,085
25											149,650	154,514
27											153,852	158,852
	2.27%											

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PROPOSAL TO
PACIFIC GROVE TEACHERS ASSOCIATION

April 24, 2024

The District proposes to modify Article II – Wages – by moving the Summer School Pay language from Article IV - Transfers/Assignment - to Article II and add the language as item 17.

17. Summer School Pay

Certificated unit members will receive their hourly pay based on their placement on the PGUSD salary schedule or the instructional hourly rate, whichever is higher. The hourly pay rate will be computed as follows: The unit member's annual salary divided by 185 equals the daily rate. The daily rate divided by seven equals the hourly rate.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PROPOSAL TO
PACIFIC GROVE TEACHERS ASSOCIATION

April 24, 2024

The District proposes to replace all of the language in Article V - Leaves - with the negotiated language as follows:

V. LEAVES

5.1 Purpose. The purpose of the Leaves Article is to define the amount of leave earned by each unit member and how each leave can be used.

5.2 Definitions

5.2.1 For the purpose of this Section, differential pay is the unit member's daily rate less the amount actually paid to a substitute employee employed to fill the position during the unit member's absence or, if no substitute was employed, the amount that would have been paid if one were employed.

5.2.2 Immediate family includes any of the following:

- The spouse or registered domestic partner of a unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member's spouse or registered domestic partner
- Son, son-in-law, daughter, daughter-in-law, brother or sister of the unit member
- Any relative living in the immediate household of the unit member
- Any other relative permitted by California law

5.2.3 A designated person is any individual whose association with the unit member is the equivalent of a family relationship. The designated person, related by blood or in a family-like relationship with the unit member, shall be identified by the unit member at the time the unit member requests leave to care for this individual. Unit members may not identify more than one person as a designated person in any 12-month period. A unit member must have worked for the District at least 1,250 hours in the 12 months prior to their leave. For eligibility purposes, full-time and 0.8 FTE unit members are deemed to have met the 1,250 hour requirement.

5.2.4 Emergency Situation: A situation that demands immediate attention from a unit member. Examples include, but are not limited to, the following:

5.2.4.1 Death or illness of a member of a unit member's immediate family/designated person.

5.2.4.2 Serious accident involving the person or property of the unit member or a member of their immediate family/designated person.

5.2.5 Nothing in this contract shall contradict the requirements and rights of the California Family Rights Act (CFRA) and Family and Medical Leave Act (FMLA).

5.2.6 Extended Illness Leave: Extended illness leave occurs when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from their duties on account of illness or accident for an additional period of up to five months, whether or not the absence arises out of or in the course of the employment. An illness will be considered extended only when a unit member has been absent for 10 consecutive work days or more.

5.3 Sick Leave

5.3.1 Each full-time unit member shall be allowed 10 days of sick leave as provided in the Education Code. Unit members working part-time will be entitled to such leave of absence for illness or injury on a pro-rata basis.

5.3.2 Unit members contracted for more than a 185-day work year, excluding summer school appointments, will receive additional sick leave as follows:

- Unit members working 190-195 days receive an additional 3.5 hours.
- Unit members working 196-205 days receive an additional 7.0 hours.
- Unit members working more than 205 days receive an additional 10.5 hours.

5.3.3 Any days not used shall be accumulated by the unit member for use, if necessary, during the succeeding years. At the termination of employment, accumulated sick leave may be used toward retirement benefits as provided by law.

5.3.4 It shall be the unit member's responsibility to notify the site administrator or their designee before commencing sick leave. Notification shall be as soon as the unit member is aware of the need for the absence.

5.3.5 Verification The use of accumulated sick leave will be authorized if one of the following is on file (Exhibit 8)

- a. Personal verification signed by the unit member that she/he has been ill or injured.
- b. Verification signed by a physician that the unit member has been ill or injured.
- c. Verification signed by the unit member that, because of religious reasons, they have not consulted a physician but have been treated by someone in a religious sect.

5.4 Extended Illness/Injury Leave

5.4.1 Per Ed Code 44977, when a unit member has exhausted all available sick leave, including accumulated sick leave, they are entitled to up to five months of Extended Illness/Injury Leave. During this time, they will receive differential pay as defined in Section 5.2. The unit member's sick leave, accumulated sick leave, and the five-month period shall run consecutively.

5.4.2 A unit member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in the subsequent school year.

5.4.3 The leave under this section may only be taken in full-day increments and shall be compensated only if there is written verification provided by the unit member's healthcare provider that the unit member's illness or accident has disabled them from performing their essential job functions. In addition, the unit member shall provide from their healthcare provider a date of their anticipated return to work.

5.4.4 Failure to provide written verification shall render the unit member's absence without pay. Human Resources shall notify the unit member in writing of any and all missing paperwork before pay is revoked.

5.5 Personal Necessity Leave

5.5.1 Up to 11 days of earned and accumulated sick leave per year may be used for reasons of Personal Necessity. Up to three days of leave for Personal Necessity may be taken without disclosing the purpose or reason of leave. The date of such leave shall be at the unit member's discretion. Unit members shall be required to obtain prior authorization from their immediate supervisor or their designee for all personal necessity leave except in an emergency situation, as defined in Section 5.2, Definitions.

5.5.4 In the event leave is denied by the immediate supervisor, the unit member shall have the right to meet with the Superintendent to appeal the decision. The Superintendent's decision shall be presented to the unit member in writing within three working days.

5.5.5 A unit member may convert accumulated sick leave benefits (up to a maximum of the remaining days as eligible for FMLA) to personal necessity leave to care for an immediate family member or designated person with a serious illness or health condition. The unit member shall provide documentation to support the conversion of sick leave to personal necessity upon request by the District.

5.6 Pregnancy Disability Leave

Leaves of absence for a disability caused by or contributed to by pregnancy, miscarriage, or childbirth

shall be treated the same as leaves for illness, injury, or disability in that unit members shall have the right to use accumulated sick leave and up to five months of Extended Illness leave with differential pay. The length of the leave of absence, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the unit member and the unit member's physician. Upon request by the District, the unit member shall provide documentation to support the extended leave.

5.7 Parental Leave

5.7.1 For the purpose of this section, Parental Leave means leave for the birth of a unit member's child, or the placement of a child with a unit member in connection with the adoption or foster care.

5.7.2 Per Ed Code 44977.5, unit members may use their sick leave, including accumulated sick leave, for purposes of Parental leave for a period of up to 12 school weeks.

5.7.3 Once sick leave, including accumulated sick leave, is exhausted, a unit member on Parental Leave shall be paid differential pay or 50% of their regular salary, whichever is greater, for the remaining portion of the 12 school week period.

5.7.4 A unit member shall not be provided more than one 12-week period per Parental leave. However, if a school year terminates before the 12-week period is exhausted, the unit member may take the balance of the 12-week period in the subsequent school year, so long as the Parental leave is taken within one year of the birth or adoption of the child.

5.7.5 Unit members shall provide documentation to support the request for leave upon request by the District.

5.8 Industrial Accident or Illness Leave Per Ed Code 44984, an industrial accident or industrial illness leave is granted to an individual as a result of a job related accident or illness and is in addition to regularly accrued sick leave.

5.8.1 Allowable industrial accident or industrial illness leave with pay shall not exceed 60 working days in any one fiscal year for the same accident or illness. When an industrial accident or industrial illness occurs at a time when the full 60 days will overlap into the next fiscal year, the unit member shall be entitled to utilize only that amount remaining of the 60 days in the following fiscal year.

5.8.2 Allowable industrial accident or industrial illness leave shall not be accumulated from

year to year.

5.8.3 Industrial accident or industrial illness leave shall commence on the first day of absence.

5.8.4 Payment for wages lost on any day, when added to an award granted the unit member under Workers' Compensation laws of this State, shall not exceed the unit member's actual wage if they were on the job.

5.8.5 Industrial accident or industrial illness leave will be reduced by one day for each day of authorized absence, regardless of a compensation award made under Workers' Compensation.

5.8.6 Eligibility for this leave will be based upon finding that the disability is due to industrial accident or industrial illness. In such a case, regular sick leave will not be deducted for absence due to the industrial accident or industrial illness until the full 60 days, if granted, has been exhausted.

5.8.7 During any paid leave of absence, the unit member shall endorse to the District the temporary disability indemnity checks received on account of their industrial accident or illness. The District, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal retirement and other authorized contributions.

5.8.8 The District reserves the right to secure proof of industrial injury or illness of a unit member. Before salary payments will be made to a unit member because of an industrial injury or illness, a report of such accident or illness, in the form required by the compensation insurance carrier, must be on file with the Human Resources Department.

5.9 Jury Duty Leave

5.9.1 A leave of absence for bargaining unit members called for required jury duty shall be granted according to the provisions of the Education Code, Section 44036. Upon return to work, proof of attendance for each day of absence shall be provided to the site administrator or their designee.

5.9.2 The District shall grant such leave with pay. Unit members shall claim jury duty fees and remit the fee to the District, excluding the fee for mileage.

5.9.3 Unit members shall return to work if excused by the court before 11:00 a.m.

5.10 Witness Leave

5.10.1 A leave with pay shall be granted to unit members subpoenaed to appear as a witness (not as a litigant) in a court of law or to appear before another governmental jurisdiction in response to an official order for reasons not brought about through the connivance or misconduct of the unit member.

5.10.2 A unit member requesting such leave shall submit a copy of the subpoena or official order to the site administrator or their designee.

5.10.3 At the conclusion of the appearance, the unit member shall submit verification that they have been on witness leave.

5.10.4 Statutory fees to which the unit member is entitled for appearing as a witness, excluding the statutory mileage fee, shall be paid to the District.

5.10.5 Unit members shall return to work if excused by the court before 11:00 a.m.

5.11 Leave of Absence Without Pay The District may grant an unpaid leave of absence upon the personal request of the unit member. Leaves of this type are requested for personal reasons of the unit member and not for reasons that will necessarily result in a direct benefit to the District.

5.11.1 Requests for unpaid leaves of absence for personal reasons leave shall be submitted to Human Resources for submission to the Board of Trustees. Unit members requesting a leave of absence should, whenever possible, submit the application to Human Resources no later than April 15. Personal leaves must have prior approval by the Board of Trustees before the unit member can take such a leave.

5.11.2 No such leave of absence shall be granted for more than one year at a time, nor may it be extended beyond a second year.

5.11.3 Leaves of absence under this provision shall be without pay.

5.11.4 Unit members on leave status must notify the District by February 1 of their intent to return to work for the following school year.

5.11.5 At the expiration of a Board approved one-year leave of absence, the unit member shall,

unless otherwise agreed, be reinstated in the position held at the time of the granting of the leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of a leave of absence of more than one year or of changed conditions, the unit member shall be reinstated and assigned work appropriate to the unit member's field of training.

5.12 Health Leave Without Pay

5.12.1 Unit members shall be entitled to one year's health leave at a time, provided the unit member's health care provider verifies that the unit member is unable to perform their duties. The time involved in such a leave shall not constitute a break in continuous service; neither shall this time be counted as employment. No such leave shall be extended beyond a second year unless the State Teachers' Retirement system declares a disability.

5.12.2 All requests for leaves of absence to begin at the start of the school year must be on file with Human Resources not later than the preceding April 15. All requests for leaves of absence for the second semester must be on file not later than the preceding November 15. Exceptions to notification dates will be made in emergency cases. Health leave shall be without pay. At the unit member's option, leave without pay shall commence after accumulated sick leave and Extended Illness/Injury Leave has been exhausted.

5.13 Bereavement Leave

Each unit member is entitled to five days of paid bereavement leave for the death of any member of their immediate family, including pregnancy loss or for the death of a unit member's designated person.

5.14 Sabbatical Leave

5.14.1 The District may grant sabbatical leave to a full-time unit member for the purpose of professional study or travel if such leave will benefit the unit member's work performance and the students of the District and compliance with the State and Board regulations has been achieved. Sabbatical leaves are granted without prejudice to a unit member's assignment or salary status.

5.14.2 It is understood that sabbatical leave is granted as an opportunity to prepare for

improved services to the students served by the schools of the District and that such leave is related to the present or prospective service of the applicant.

Sabbatical leave may be granted for the following purposes: travel, independent study, formal study, or a combination of the above.

5.14.2.1 Travel is considered education if it results in a significant contribution to professional growth by exposing the participant to new people, cultures, environments, experiences, and events.

5.14.2.2 Independent study is a program of independent study, research, and/or experience relating to the present or prospective service of the applicant, which promises professional value equivalent to that derived from formal study at recognized educational institutions.

5.14.2.3 Formal study is upper-division or graduate study in an accredited institution of higher learning, including equivalent study in foreign universities. Courses must relate to the present or prospective service of the unit member or must qualify the applicant for a needed credential or a higher degree.

5.14.3 The Superintendent is authorized to establish additional conditions that, in their opinion, may be necessary, provided that such details shall be consistent with Education Code sections 44966 and 44967 and this section.

5.14.4 Any unit member who has completed seven or more full years of service in the District and who has received satisfactory evaluations during the last seven years of service shall be eligible to apply for sabbatical leave. After one sabbatical leave, another seven years of service must be performed before the unit member may apply for another sabbatical leave. A full year of service is considered to be 75% of a school year, excluding absences for illness or other causes.

5.14.5 Sabbatical leave may be granted for a minimum of one semester and a maximum of two consecutive semesters.

5.14.6 The applicant shall submit a statement of the program that they propose to follow while on sabbatical leave to the Professional Growth Review Board (PGRB) no later than February 1. The PGRB will review all sabbatical leave applications.

Applicants shall appear in person and discuss plans with the committee, which will then submit, in priority order, the names of qualified applicants as a recommendation to the Superintendent. If the PGRB denies a sabbatical request, the unit member has the right to appeal the decision to the Superintendent within five days.

5.14.7 The Superintendent shall make the final decision regarding the unit members to be recommended for leave. All of the following items shall be used as guides:

- a. Whether leave has been taken previously
- b. Seniority
- c. Relative merits of reasons for desiring leave
- d. Benefits to the District
- e. Applicant's service record

5.14.8 The Superintendent shall present their recommendations to the Board of Trustees for Board consideration and action between February 15 and March 30. When a unit member must make earlier arrangements for leave than can be accommodated within the dates indicated, earlier requests for intention to take leave and earlier Board action may be taken.

5.14.9 Compensation for unit members on sabbatical leave shall be 50% of the salary which the unit member would have received had they remained in active service or differential pay, whichever is greater. The unit member, at their option, may continue their benefits with the District contributing one-half of the District's responsibility as per Article III- Health Benefits of the collective bargaining agreement. The unit member may accept a fellowship or grant-in-aid for the sabbatical leave.

5.14.10 Compensation shall be processed by the District in the same manner as if the applicant were teaching in the District.

5.14.11 The applicant shall furnish to the District a surety bond of a corporate surety authorized to do business in the State of California to be approved by the Superintendent in an amount equal to the total compensation to be paid to the applicant during said leave of absence. This bond shall be conditioned so as to

service in the employ of the District following their return from said leave of absence. Bonds are to be delivered to the Human Resources Department.

5.14.12 A unit member who is granted sabbatical leave shall receive when the sabbatical leave is completed, such automatic increases in salary rating as would have been received had they remained in active service and, upon return, indemnify the District against failure of the applicant to render appropriate shall assume a position on the salary scale as if they had not been on leave.

5.14.13 At the expiration of the sabbatical leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the sabbatical leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of changed conditions, the unit member shall be reinstated and assigned work appropriate to their field of training.

5.14.14 The applicant for a sabbatical leave must agree to return to the service of the District immediately following the sabbatical leave for a period of time equal to twice the period of the leave. The unit member who has taken sabbatical leave shall file with the District a detailed report within thirty days after returning, giving evidence that the program has been completed. If a unit member fails to fulfill the terms of their sabbatical leave program, the District may require the repayment of a portion of the District reimbursement paid during the period of the sabbatical leave.

5.14.15 If a unit member suffers injury or illness during the sabbatical leave, which prevents the completion of the sabbatical program, the leave will be terminated, and all provisions for sick leave will apply. The unit member will notify the Superintendent of such an accident or illness. Notification shall be by registered letter mail within two weeks after such accident or illness. Such notice must include a doctor's verification of the unit member's state of health.

5.14.16 Sabbatical leave time shall count toward retirement in proportion to the unit member's compensation. The unit member's contribution to the retirement system during the sabbatical period shall be consistent with State Teachers Retirement System (STRS) rules and regulations.

5.14.16 The granting of sabbaticals is at the sole discretion of the Board of Trustees.

5.15 Military Leave

Military leave will be granted in accordance with Military and Veterans Code Sections 395.01 and 395.02 and Ed Code Section 44018. Every effort on the unit member's part must be made to aid in an orderly transition in the event the unit member is required to leave in the middle of the school year.

5.16 Overseas or Foreign Teaching Leave

5.16.1 The District may grant permanent unit members leaves for a period not to exceed one school year for the purpose of accepting an appropriate overseas or foreign teaching assignment. This leave shall be without compensation. The unit member shall receive annual step advancement during the leave.

5.16.2 When requesting overseas teaching leave, the unit member shall notify Human Resources in writing of their request prior to March 1.

5.16.3 This request shall state the reasons and dates the unit member wishes to begin and end the leave.

5.16.4 The granting of the leave, the determination of the date on which the leave shall begin, and its duration shall be made by the Board of Trustees.

5.17 Job-Sharing Leave

Job sharing is a plan whereby two unit members, at least one of whom has attained permanent status in the District, share full teaching responsibilities for one identifiable full-time position. Application for Job-Sharing Leave (Exhibit 17) shall be submitted to Human Resources, who will convene a committee composed of the site administrator, a unit member at the grade level/subject in which the job share would occur, and a PGTA representative. The committee shall submit a recommendation to the Superintendent for approval. Prior to the committee's consideration of the plan, the applicant(s) may request a conference with the committee.

5.17.1 By March 1, the unit member must request a partial leave and include a job-sharing plan (Exhibit 17) to Human Resources. The job-sharing plan must identify how each job-share partner will learn the information disseminated during staff meetings and staff development sessions held on days that they are not scheduled to work, including the option of attending such meetings.

- 5.17.2 The plan must be reviewed and approved by Human Resources.
- 5.17.3 If a permanent unit member is not identified as the job-share partner, the District must be able to employ a fully qualified replacement for the job-share partner.
- 5.17.4 Job-sharing applicants must meet all credential and job description requirements for the requested position.
- 5.17.5 The unit member requesting the job share may rescind their request for leave and a job-sharing assignment prior to the hiring of the potential job-share partner.
- 5.17.6 Any permanent unit member approved for and assigned to a job-sharing plan shall become a part-time unit member in the District.
- 5.17.7 Any outside applicant approved for and hired to a job-sharing plan assignment shall be on a temporary contract, shall retain no permanency rights in the District, and must reapply and follow recruitment procedures for any future openings for which they are qualified.
- 5.17.8 Salaries, benefits, and contributions to STRS shall be computed in accordance with Article II-Wages on a basis that is proportional to full-time service.
- 5.17.9 If one of two unit members in the job-sharing plan resigns, retires, goes on leave, or returns to full-time employment midyear, the remaining permanent unit member may request that the District recruit another partner or may choose to take the position full-time.
- 5.17.10 At no time shall a job share pose an undue hardship to the District.
- 5.17.11 Each job-sharing plan will be only one year in duration. Permanent unit members who wish to continue job sharing must reapply annually by March 1. If one of the job-share partners is a temporary unit member, the position must be advertised within the District prior to selecting the temporary job-share partner for the following year. There is no limit on the number of years a unit member may be approved for job sharing.
- 5.17.12 Before entering a job-sharing plan, each unit member will receive from the Director of Human Resources an analysis of the rights and benefits that accompany the job-sharing option. This analysis will include information about:

- a. salary placement
- b. salary schedule advancement
- c. seniority and permanent status rights
- d. benefits
- e. sick leave

5.18 Association Representative Leave

The president of the PGTA or their designee shall be entitled to a reasonable number of days of released time for conducting business pertinent to unit affairs. Requests to Human Resources shall be made as far in advance as possible.

5.19 Liability Release

Per Education Code Section 44974: The Board of Trustees and the District shall not be liable for the payment of any compensation or damage arising from the death or injury of a unit member while on leave of absence.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PROPOSAL TO
PACIFIC GROVE TEACHERS ASSOCIATION
April 24, 2024

The District proposes to replace all of the language in Article VI - Transfers/Assignments with the negotiated language as follows:

VI - TRANSFERS/ASSIGNMENTS

6.1 Definitions

6.1.1 A transfer is any change of assignment.

6.1.2 A voluntary transfer is a transfer requested by the unit member.

6.1.3 An involuntary transfer is a transfer determined necessary by the District. An involuntary transfer includes changes in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such involuntary transfers may occur when the unit member selected for the transfer did not request a change or when there is a grade-level closure that necessitates the transfer.

6.1.4 Assignment is the current placement of a unit member prior to the voluntary or involuntary transfer.

6.1.5 A vacancy shall include a new position or an opening arising from resignation, retirement, leave, or release at any District location after all district-wide involuntary transfers have been assigned.

6.1.7 Seniority shall be based upon the initial date of full-time or part-time paid employment in a probationary or permanent-status certificated position, and shall remain the same, provided continuous service is maintained pursuant to Education Code. If more than one qualified person has the same seniority in the District, determination will be based on prior experience, major or minor fields of study, and the specific requirements of the vacant position. In the event that all factors are equal, tie-breaking criteria will be established in coordination with PGTA.

6.1.8 Relocation occurs when a unit member is required to vacate a workspace and re-establish that workspace in another classroom or location. Relocation may occur as a result of a transfer, a reassignment, or a reorganization of classrooms or other spaces.

6.1.9 For this section only, in writing is defined as communication in written form, such as by mail, email, or personal delivery.

6.2 Involuntary Transfers

6.2.1 Involuntary transfers include changes initiated by the District in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such transfers shall be based exclusively on the legitimate, educationally related needs of the District. Transfer of personnel may become necessary due to loss of enrollment and/or program elimination, reduction or revision, or program changes. When there is a need for involuntary transfers, the District shall make an initial attempt to satisfy District staffing needs by soliciting volunteers within the reduced grade level or department at that site. The solicited volunteers would have the same rights as an involuntary transferee. The involuntary transfer shall be documented on the Change Of Assignment Form (Exhibit XX) and retained in the unit member's personnel file.

6.2.2 When involuntary transfers are necessary, District seniority will be used to determine which unit member will be transferred. If the unit member with the lowest seniority is not qualified for the alternative positions, the unit member who is qualified for the unfilled vacancy with the lowest District seniority will be transferred unless they meet the exemption of 6.2.7 below.

6.2.3 Should a unit member be displaced due to a grade level closure or a reduction in a program or service, Human Resources will provide the affected unit member(s) a list of all vacancies within the District for which they are qualified.

6.2.4 In order of District seniority, each unit member shall meet with Human Resources and the PGTA President or designee to indicate their preferences from the list of available vacancies for which the unit member is qualified. If a unit member does not indicate a preference within three days of their appointed meeting, they will not have an opportunity to select a position until all other involuntary transferees have chosen their positions.

6.2.5 Human Resources will make decisions regarding involuntary assignments in consultation with the PGTA President or their designee. The unit member(s) and the PGTA President will be notified in writing by Human Resources of the involuntary transfer assignments and the reasons

for the transfer of each unit member. The involuntary transfer of the displaced unit member shall be documented on the Change Of Assignment Form (Exhibit XX) and retained in the unit member's personnel file.

6.2.6 Unit members involuntarily transferred shall have the right to return to their original assignment if it becomes available within the next two years.

6.2.7 Any unit member involuntarily transferred shall not be involuntarily transferred for a minimum of two years unless no other viable alternative is available. If a unit member has been involuntarily transferred three times during the past five year period, then the unit member shall be exempted from further involuntary transfers for the following five year period regardless of their years of service in the District.

6.2.9 Any unit member affected by an involuntary transfer shall be informed as soon as the decision is made or at least two weeks before the end of the school year. Exceptions to this notification can only be made for good cause, such as, but not limited to, resignation, death, revision of curriculum, low enrollment, and State or Federal mandates. During the summer break, every reasonable attempt will be made to contact a unit member involuntarily transferred so they can exercise their right of first refusal for any positions that become open in the District.

6.3 Vacancy Announcements

6.3.1 After all involuntary transfers have been resolved District-wide, vacancies will be advertised internally to District unit members before posting for external candidates.

6.3.2 The District will not advertise a vacancy until all qualified unit members who have applied with an In-House Application/Position Interest Form (Exhibit XX) within vacancy announcement deadlines have been interviewed by a panel of staff, to include at least two PGTA staff members and administration.

6.3.3 In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview.

6.3.4 All interviewees will be notified of the decision before external interviews are held.

6.3.5 Shifting of unit members' assignments, such as changes in grade-level teaching assignments, departments, or job classifications, will not occur at the site level before vacancy announcements are made available to District unit members.

6.3.6 When a vacancy occurs that must be filled during the current school year or from June 1 through August 30, the District may post internally and externally at the same time. The District will not fill a vacancy until all interested qualified unit members have been interviewed by a panel of staff, to include at least two PGTA staff members and administration. In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview. If an internal candidate is not selected, external interviews will only be held after all internal candidates have been notified.

6.4 Voluntary Transfer

6.4.1 Unit members interested in a voluntary transfer to fill an advertised vacancy shall indicate their interest in writing by submitting the In-House Application/Position Interest Form (Exhibit XX) to Human Resources on or before the vacancy closing date listed on the vacancy announcement.

6.4.2 Filing a request for a voluntary transfer is without prejudice to the unit member and does not jeopardize the unit member's current assignment.

6.4.3 Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and length of service in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.5 Placement Priority for Additional Vacancies after Involuntary Transfers

6.5.1 Unit members wishing to be considered for a voluntary transfer to a position that may open during summer break shall submit to Human Resources the In-House Application/Position Interest Form (Exhibit XXX) for any position within vacancy announcement deadlines.

6.5.2 Unit members who were involuntarily transferred and who selected the option to automatically return to their original assignment on the Change of Assignment Form (Exhibit XX) shall be deemed to have accepted such assignment if it becomes available. Human Resources shall then post the subsequent vacancy in accordance with Section 6.2.

6.5.3 When a vacancy occurs, priority will be given to current unit members in the following order:

6.5.3.1 First priority shall be given to a unit member who was involuntarily transferred and would be returning to their original assignment.

6.5.3.2 Second priority shall be given to a unit member who was involuntarily transferred, with priority within this group based on seniority.

6.5.3.3 Third priority shall be given to a unit member who requested a voluntary transfer based on summer vacancies, with priority within this group, based on seniority.

6.6 Notification, Preparation, and Compensation for Transfers and Relocations

6.6.1 In the event of a transfer or involuntary relocation, unit members will be given two weeks' notice, if possible. Impacted unit members will be given the choice of three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time to compensate for the time required to prepare for and effect the move. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter. Transportation shall be provided by the District for moving the unit member's materials.

6.6.2 Transportation shall be provided by the District for moving unit member's materials for a voluntary relocation.

6.7 Pupil Personnel Service

Pupil Personnel Service unit members shall not be required to temporarily transfer to substitute for any teacher except in an emergency situation where the safety of the students is involved and no other reasonable alternative is available.

6.8 Intra-District Exchange Program

With the consent of the site administrators involved and Human Resources, two unit members may choose to exchange positions for a period not to exceed one school year. Unit members can participate in Intra-District exchanges no more than once every four years. Requests for Intra-District exchanges shall be made in writing to Human Resources no later than April 15.

6.9 Summer School Assignment

Whenever possible, applications for summer school will be available no later than April 1. The deadline to return applications will be April 15, or 14 calendar days after the date of posting. If there are more internal applicants than available positions for the summer school assignments, interviews will be held. Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and seniority in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.10 General Education Combination Class Assignment

- 6.10.1 A combination class is one comprised of students from two elementary grade levels. When a combination class is formed, requiring a unit member from one of the affected grades to teach the combination class, the assignment shall be considered an involuntary transfer and the same procedures outlined in Section 6.X.X shall be followed.
- 6.10.2 The unit member assigned to teach a combination class shall document on the Change Of Assignment Form (Exhibit XX) which grade level within the combination shall be considered their grade level for purposes of future assignment. This choice may have a bearing on the outcome of future transfers within a grade level.
- 6.10.3 A unit member transferred to teach a combination class will be given as much advance notice as possible to prepare for the change of assignment. Under no circumstances will a unit member be given fewer than three work-days notice before the transfer.
- 6.10.4 Three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time shall be provided to the affected unit member to prepare for the change of assignment. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter.
- 6.10.5 The site administrator will confer with the unit member teaching the combination class and the other teachers within the affected grades to assign students to the combination class.



PACIFIC GROVE UNIFIED SCHOOL DISTRICT

CHANGE OF ASSIGNMENT

Date: _____

To: _____ Current Assignment _____ Site: _____

This change in assignment is due to District:

- ☐ Grade level closures
- ☐ Reduction/changes to program/services

- ☐ You will be displaced for the _____ school year
- ☐ You elected to accept the involuntary transfer as a volunteer for the _____ school year.

In accordance with PGTA Collective Bargaining Agreement, you have the right to indicate **your preferences** from current known vacancies for which you are credentialed and qualified. Please indicate in order of preference your choices, with number 1 being your first choice, followed by your second, third, fourth and fifth choices.

You must submit your preferences to Human Resources by _____ . Thank you.

All options should have a number of preference assigned.

- In the event that my current assignment becomes vacant during the summer break, I agree to be reassigned to my original grade level/department. I understand this agreement is final. It may only be revoked by completing a new Change of Assignment Form.
- I do not want to be automatically reassigned. I will apply for any new vacant positions.

Employee signature

Date

CC: Personnel File

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

IN-HOUSE APPLICATION / POSITION INTEREST FORM

I _____ would like to be considered for the following posted vacancy:	
Position Title:	Site or Department:
Hours:	Closing Date:
Current Position Title:	Current Site or Department:
Home phone:	Cell:
If you have never served in this position before, please briefly describe your qualifications for the position :	
Employee Signature:	Date:
_____	_____
FOR HUMAN RESOURCES USE ONLY	
Date name given to site/department:	Human Resources Representative:
<input type="checkbox"/> Candidate interviewed on:	<input type="checkbox"/> Candidate selected
	First day in the position:
<input type="checkbox"/> Candidate not interviewed	<input type="checkbox"/> Candidate not selected

PACIFIC GROVE UNIFIED SCHOOL DISTRICT**PROPOSAL TO****PACIFIC GROVE TEACHERS ASSOCIATION****April 24, 2023**

The District proposes the following changes to Article VII - Hours of Employment - regarding the Welcome Back Day, aligning the work day for unit members, and moving summer school work day language from Article VI - Transfers and Assignments - to Article VIII - Hours of Employment.

1. Length of Work Year

1.1 The length of the work year for teachers will be 185 days inclusive of two teacher preparation days, two District professional development days, and one Welcome Back Day.

1.1.1 A teacher preparation day shall be free from meetings and other district-directed activities. Any teacher required by the administration to attend a meeting or activity shall be given flex time off at a later date. In the case of a sudden, unexpected, or unforeseen major event affecting the safety or welfare of staff or students, the District or a site administrator may call a meeting of the entire staff in accordance with Section 2.4. In such a case, the flex time requirement shall not apply.

1.1.2 Welcome Back Day will be the first day of the 185-day calendar. All unit members will be allocated at least four hours to participate in the mandatory health and safety training. If the health and safety training is more than four hours, equivalent release time will be provided within the seven-hour work day to complete the training by October 1.

1.1.3 The District will share plans for the upcoming school year's professional development days with the PGTA Executive Board by the last day of school of the current school year. Time may be allocated for mandated health and safety training during this day at the site administrator's discretion.

1.1.4 Any site staff meeting at the start of the school year may be accomplished during the school day on the Welcome Back Day or a professional development day.

8.2.9.2 The speech therapists and librarians shall have a seven-hour day, including a 45 minute, duty-free lunch.

8.2.9.3 Elementary, middle, and high school counselors shall have a 35 hour work week inclusive of a daily 45-minute duty-free lunch.

9.0 Summer School Hours

The length of a Summer School assignment will be clearly defined in the job posting and shall include one day of preparation before the start of summer school and 30 minutes of preparation time for each day of instruction.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT**PROPOSAL TO****PACIFIC GROVE TEACHERS ASSOCIATION****April 24, 2024**

The district proposes to add the following reformatting of the Article IX - Evaluation - that includes the reduction of temporary/probationary observations from three to two. The deadlines for observations were adjusted accordingly. Other formatting changes are included in the revision of the article:

IX. EVALUATION

Purpose. The purpose of this evaluation system is to assist and support unit members and to provide a means for assessing the performance of the unit member in accordance with the California Standards of the Teaching Profession (CSTP), outlined in Section 9.12.

9.1 Objectives of the Evaluation Process

- 9.1.1 To emphasize evaluation as a means for improvement of instruction
- 9.1.2 To provide an ongoing and uniform process for the evaluation of unit members certificated bargaining unit members in an objective manner
- 9.1.3 To improve the quality of learning for each student
- 9.1.4 To aid in the growth and development of the school program
- 9.1.5 To promote skills in assessing students, developing instructional objectives and achieving goals
- 9.1.6 To promote self-evaluation
- 9.1.7 To strengthen and clarify roles and responsibilities
- 9.1.8 To support the unit member in their assignment
- 9.1.9 To improve job satisfaction

9.2 Definitions

- 9.2.1 Unit Member Any certificated employee designated as a bargaining unit member.
- 9.2.2 Administrator Any administrator who meets certificated staff evaluation policy requirements as established by the PGUSD Board of Trustees.
- 9.2.2 California Content Standards Standards of expected student achievement at each grade level as adopted by the District.

- 9.2.3 Instructional Objectives Expectations relating to student progress, based on student diagnosis and District curriculum standards, developed by the unit member and agreed upon by the administrator.

9.3 Procedures for Evaluation

9.3.1 Responsibilities of the Administrator

- 9.3.1.1 To help create a personalized evaluation program and procedure that will ensure a growing experience for the unit member
- 9.3.1.2 To arrive at mutually acceptable instructional objectives relating to student progress
- 9.3.1.3 To conduct classroom observations relating to CSTP or corresponding standards of performance for non-classroom based unit members
- 9.3.1.4 To review and observe a unit member's adherence to curricular objectives or corresponding standards of performance for non-classroom based unit members
- 9.3.1.5 To use the results of the evaluation in an effective and constructive manner
- 9.3.1.6 To adhere to all calendar dates
- 9.3.1.7 To maintain a file of all reports, materials, and other data that have been gathered during the evaluation process
- 9.3.1.8 To ensure that the evaluation and assessment of the unit member's competence shall not include the use of standardized tests
- 9.3.1.9 To provide copies of completed observation and evaluation forms to the unit member

9.3.2 Responsibilities of the Unit Member

- 9.3.2.1 To help create a personalized evaluation program and procedure
- 9.3.2.2 To recognize evaluation as an integral part of growth and development
- 9.3.2.3 To develop instructional objectives relating to student progress
- 9.3.2.4 To use the results of the evaluation in an effective and constructive manner
- 9.3.2.5 To participate in the evaluation procedure
- 9.3.2.6 To adhere to all calendar dates

9.3.3 Evaluation Process

9.3.3.1 Frequency of evaluation

9.3.3.1.1 At a minimum, the administrator shall evaluate probationary unit members annually and permanent unit members every two years on a cycle determined by the administrator unless other arrangements have been made in accordance with Section 9.10.1.

9.3.3.1.2 Upon receipt of an unsatisfactory evaluation, the unit member shall be evaluated annually until a satisfactory evaluation is achieved, in accordance with provisions of the California Education Code Section 44662.

9.3.3.2 Planning phase

9.3.3.2.1 Within the first two weeks of the first student day, the unit member will have access to a site copy of any such developed District, school, grade level, departmental, or program goals and/or objectives. In addition, the unit member will have access to the job description relating to their assignment, the California Standards of the Teaching Profession, the Continuum of Teaching Practice, established District curriculum standards, and any other District requirements.

9.3.3.2.2 Within the first two weeks of the first student day commencement of the assignment, the unit member shall be informed of their assigned administrative evaluator and provided with the evaluation section and attachments of the collective bargaining agreement.

9.3.3.2.3 All unit members being evaluated will meet in an evaluation goal setting conference with their administrator to mutually agree upon the strengths, teaching standards, and areas for growth (Exhibit 12f). The administrator and the unit member may each select up to two sub standards to be highlighted for areas of growth. This meeting will occur by September 15 for temporary and probationary unit members, and by October 15 for permanent unit members.

9.3.3.2.4 By October 23, if there is no agreement on the selected areas of growth by both parties, the Human Resources Director and PGTA President shall help resolve the disagreement. By October 30, if there is no agreement at this level, the Superintendent and PGTA President shall meet. The Superintendent will make the final decision in writing, citing their reasons.

9.3.3.2.5 If mitigating circumstances arise which make a review of the evaluation plan and schedule necessary, the plan and schedule may be modified by mutual agreement of both parties.

9.3.3.3 Evaluation Phase

9.3.3.3.1 A minimum of one formal classroom observation of the permanent unit member and two formal classroom observations of the temporary/probationary unit member by the administrator shall be held. These observations shall be held prior to the writing of the final evaluation summary but not before the evaluation plan conference, except for those unit members under Peer Assistance Review (PAR).

9.3.3.3.2 The observations shall occur during instructional periods. At least one of the observations shall be mutually scheduled in advance and shall be preceded by a pre-observation conference.

9.3.3.3.3 Each formal observation shall be a minimum of thirty minutes in length. The unit member shall have the right to an additional formal observation and subsequent conference if they request it by February 20.

Classroom observation forms shall be used to record the observations (Exhibit 12g).

9.3.3.3.4 Classroom observation forms shall be signed by the administrator and the unit member. In cases where the unit member is in disagreement with their classroom observation, the unit member may file a written response. The unit member's statement shall be attached to their observation form and made part of the official record.

9.3.3.3.5 The administrator shall outline specific recommendations for improving any deficiencies noted on the classroom observation form. The administrator will assist and document the assistance that has been provided to the unit member in implementing such recommendations. When remedial action eliminates the identified deficiencies, subsequent classroom observation forms shall indicate the improvement.

9.3.3.3.6 The evaluation will be conducted by the administrator to whom the individual unit member is directly responsible. That administrator is

responsible for the final written evaluation, which must bear their signature. Upon written request by either the administrator or the unit member, additional formal observations may be conducted by other certificated management personnel mutually agreed upon. If there is no agreement, the Superintendent will select another evaluator. Within five working days of a formal observation, a written copy of the administrator's classroom observation form shall be given to and discussed with the unit member at a post-observation conference.

9.3.3.4 Summary Phase

- 9.3.3.4.1 The unit member shall complete their assessment of the areas for growth on the Evaluation Planning Form (Exhibit 12c) and submit it to the administrator by April 15.
- 9.3.3.4.2 Either party may request a conference to be held between April 15 and May 1 to review the unit member's Evaluation Planning Form.
- 9.3.3.4.3 The final evaluation summary (Exhibit 12i) shall be submitted in writing to the unit member and a conference will be held no later than thirty calendar days prior to the last scheduled school day.
- 9.3.3.4.4 The unit member shall have the right to submit a written response to the final evaluation. This response shall become a permanent attachment to the unit member's personnel file.
- 9.3.3.4.5 If any negative rating (i.e., conditional, unsatisfactory) or negative comments will be included on the final evaluation, written notification will occur in time (up to 15 teaching days when possible) for the unit member to take corrective action before the final evaluation summary is given to the unit member. Written notification will address criteria found on the observation form (Exhibit 12g). Memoranda from the administrator will be used when negative comments are based on anything other than direct classroom observation.

9.4 Conditional Evaluation

- 9.4.1 An overall evaluation of conditional rating may be given only if a unit member receives an unsatisfactory rating in one or more of the six CSTP performance areas used in the final evaluation summary or a conditional rating in two or more of the six CSTP performance areas used in the final evaluation summary.
 - 9.4.1.1 An overall evaluation containing a conditional rating may include the

requirement that the unit member shall, as determined necessary by the District, participate in a program-designed to improve appropriate areas of the unit member's performance, further student achievement, and the instructional goals of the District. A program shall consist of participation and completion in one or more of the following options developed mutually by the administrator and unit member: a college course, workshop, conference, professional literature, classroom/school visitation, or District professional development programs. This program shall be at no cost to the unit member.

9.4.1.2 The unit member and the administrator will mutually develop a conditional assistance plan prior to the last school day.

9.4.1.3 If there is no agreement, the Superintendent shall make the final decision in writing, citing their reasons.

9.4.1.4 The unit member who receives an overall rating of conditional shall be placed in the evaluation cycle for the following school year and shall be expected to complete the conditional assistance plan during that evaluation cycle. The conditional assistance plan shall serve as the mutually agreed-upon performance objectives for the purpose of complying with Section 9.3 - Procedures for Evaluation.

9.4.1.5 The District shall not be required to provide an assistance plan to a probationary unit member who has been non-reelected.

9.5 Unsatisfactory Evaluation

If a unit member receives an unsatisfactory in two or more of the six criteria used in the final evaluation summary, an overall evaluation of unsatisfactory may be given. Upon receipt of an unsatisfactory evaluation, the unit member will be evaluated in accordance with provisions of the California Education Code, which requires that permanent unit members be given specific recommendations for improvement, referred to the Peer Assistance and Review program, and be evaluated annually until a satisfactory evaluation is achieved.

9.6 General Provision

9.6.1 Any forms used for the evaluation process shall be revised only upon mutual agreement between the District and PGTA.

9.6.2 Each unit member shall have the following rights with reference to their official personnel file regarding materials relevant to evaluation of performance.

9.6.2.1 All materials relating to the assessment of performance in a unit member's personnel file shall be signed by the unit member and dated to indicate when

such material was drafted and placed into the file.

9.6.2.2 A unit member shall be provided with any derogatory material before it is placed in their personnel file and no negative comments can be made on an evaluation without such substantiating materials. Unit members shall be given an opportunity to prepare a written response to such material. The written response shall be attached to the material. When a unit member is absolved of the derogation in a grievance/court action, all reference to the incident shall be removed from the personnel file.

9.6.2.3 The content of personnel files shall be kept in confidence. Access to the unit member's personnel file shall be under the direct supervision of a District administrator or their designee, and limited to the unit member, District administrators, and the Board of Trustees, or as otherwise allowed by law or consent of the unit member.

9.6.2.4 Copies of all final evaluations will be filed in the unit member's personnel file.

9.6.2.5 Undocumented evidence will be excluded from the evaluation process. Any documented evidence used in an evaluation must have been relayed to the unit member within three days of the date that the evidence was obtained. Documented evidence shall be a written record and the source of the evidence shall be identified. The unit member shall have the right to attach a written response.

9.6.2.6 The evaluation plan and forms are adapted for auxiliary services personnel.

9.6.2.7 Only the procedures outlined in this article are subject to the grievance provisions of the contract.

9.7 Appeal Process

The unit member may appeal the content of their final evaluation to the Superintendent in writing, within five calendar days of the post-evaluation conference. Upon the unit member's request, the Superintendent shall meet to discuss the final evaluation. The Superintendent will respond, in writing, to the appeal within 20 calendar days of receipt of the appeal. The decision of the Superintendent shall be final.

9.8 Traditional Evaluation Calendar for Permanent Unit Members

9.8.1 Within the first two weeks of the first student day, the unit member shall be informed of their assigned administrator, and a site copy of the evaluation section of the master contract will be made available.

- 9.8.2 By October 15 - Goal setting with the unit member and the administrator will be completed in a preliminary conference to establish the evaluation plan.
- 9.8.3 By February 15 - At least one observation and conference will be held with permanent unit members who are to receive a final evaluation summary during the current year.
- 9.8.4 By February 20 - Unit member initiated requests for additional observations and evaluations will be submitted by this deadline.
- 9.8.5 By April 15 - The unit member shall complete their assessment of the evaluation goal setting plan and submit the results to the administrator.
- 9.8.6 No later than 30 calendar days prior to the last scheduled school day - The final evaluation summary (Exhibit 12i) shall be submitted in writing to the unit member and a conference will be held.
- 9.9 Evaluation Calendar for Temporary and Probationary Unit Members
 - 9.9.1 Within the first two weeks of the first student day, the unit member shall be informed of their assigned administrator and be provided with the evaluation section of the master contract and all material indicated in Article IX(D)(3)(b) above.
 - 9.9.2 By September 15 – Goal setting with the unit member and the administrator will be completed in a preliminary conference to establish the evaluation plan.
 - 9.9.3 By November 15 – A first observation and conference will be held with all temporary and probationary unit members.
 - 9.9.4 By January 15 – The unit member will meet and submit a status report or discuss their evaluation plan with the administrator to be noted on the goal setting evaluation plan form (Exhibit 12f).
 - 9.9.5 By February 15 – The second observation and conference will be held with temporary and probationary unit members.
 - 9.9.6 By March 15 – Written notices of non-reelection will be given to unit members subject to non-reelection for the following year.
 - 9.9.7 The President of the PGTA or their designee and the Superintendent or designee shall meet with any probationary unit member who wants to question their non-reelection notice.
 - 9.9.8 By April 15 – The unit member shall complete their assessment form (Exhibit 12f) and submit it to the administrator.
 - 9.9.9 No later than 30 calendar days prior to the last scheduled school day – A final evaluation summary shall be submitted in writing to the unit member and a meeting shall be held between the unit member and the administrator to discuss the final

evaluation summary.

9.10 Permanent Unit Members

9.10.1 Permanent unit members shall be evaluated at least every other year. However, the administrator and the unit member may mutually agree to an evaluation schedule of at least every five years if all of the following criteria are met:

9.10.1.1 The unit member has been employed by the District for at least ten years.

9.10.1.2 The unit member has completed all requirements for the credential to perform the duties of the assigned position.

9.10.1.3 The unit member's previous evaluation rated the unit member as meeting or exceeding standards.

9.10.1.4 At any time, either the administrator or the unit member may withdraw consent in writing to the five-year evaluation schedule. In the event consent is withdrawn, the evaluation will occur during the following school year. If consent is withdrawn on or before November 1 of the current year, the evaluation will occur during that school year.

9.11 Alternative Evaluation Process

9.11.1 Intent Statement

9.11.1.1 It is the intent of the District and PGTA to implement an alternative evaluation program to inspire creativity in instruction. It may be used by permanent status unit members who have received satisfactory evaluations, with the approval of the site administrator.

9.11.1.2 Unit members volunteering for this process will develop goals in self-chosen options. Following agreement with the administrator, these goals will serve as the basis for evaluation.

9.11.2 Program Objectives offer opportunities for unit member:

9.11.2.1 To accept responsibility for their own professional growth

9.11.2.2 To integrate additional productive teaching techniques into their repertoires

9.11.2.3 To work together in peer coaching situations

9.11.3 Participants

All permanent status unit members with a current satisfactory evaluation will be eligible to participate in the alternative evaluation system. Participation will be voluntary but must have approval of the site administrator. If the site administrator denies participation, the administrator must specify in writing to the affected unit member, the reason for the denial. If the administrator and unit member cannot agree on this decision, the

Superintendent will make the final decision. There will be no limit to the number of participants at each site.

9.11.4 Process

9.11.4.1 Goal setting. The unit member will develop goals as the foundation for their alternative evaluation option. During the goal-setting conference, the site administrator and the unit member will:

- a. Agree on the selection and goals of the alternative evaluation option
- b. Review how the alternative evaluation option will enhance student learning
- c. Develop timelines for completion

9.11.4.2 Alternative Evaluation Options

9.11.4.2.1 Option A. Individual Growth Activities. Individual growth activities are designed to improve the unit member's performance through the use of selected professional growth activities combined with self-analysis techniques. Examples of activities in this category are:

- a. Videotaping classroom lesson for self-analysis
- b. Portfolio assessments
- c. Self-evaluation
- d. Student and parent feedback
- e. Unit member created projects
- f. Research and implementation of learning theory or instructional strategy
- g. Reflective journal

9.11.4.2.2 Option B. Educational Team Growth Activities. These activities are designed to reduce the isolation of the unit member. Examples of Educational Team Growth Activities are:

- 9.11.4.2.2.1 Cognitive coaching
- 9.11.4.2.2.2 Videotaping classroom lessons with a peer reviewer
- 9.11.4.2.2.3 Inter-intra-disciplinary grade level teams
- 9.11.4.2.2.4 Peer classroom visitations
- 9.11.4.2.2.5 Collaborative teaching with presentations to staff
- 9.11.4.2.2.6 Creating unit member team projects
- 9.11.4.2.2.7 Researching and implementing learning theories and/or instructional strategies

9.11.4.3 Program monitoring. The District and PGTA believe the most effective

professional growth occurs through collaboration.

9.11.4.3.1 The unit member and the site administrator will work together in the selection of the options and the development of the specific activities.

9.11.4.3.2 All unit members in the alternative evaluation option will be encouraged to share the progress and results of their individual or team activities with their colleagues. The time and format for this collaboration will be developed at each site.

9.11.4.3.3 The unit member will submit a written alternative plan, including goals. Option timelines will be determined by the unit member(s) and the site administrator.

9.11.4.3.4 If the unit member's participation in the alternative evaluation program is judged by the administrator to detract from the unit member's instructional and professional performance, the unit member may be reassigned by January 15 to the traditional evaluation process. The administrator must specify, in writing to the affected unit member, the reasons for the evaluation reassignment. If the administrator and unit member cannot agree on this change, the Superintendent will make the final decision.

9.11.5 Calendar for Alternative Evaluations shall be as follows

9.11.5.1 By September 1 – The unit member will notify the site administrator of their intent to participate in the alternative evaluation program.

9.11.5.2 By October 1 – The unit member and site administrator will meet to review and refine the initial plan.

9.11.5.3 By October 15 – The unit member will submit their final plan, including option choices and goals by the unit member (conference optional).

9.11.5.4 By February 1 – The unit member will submit a mid-year assessment/progress report submitted to the site administrator (format subject to plan).

9.11.5.5 By February 15 – The unit member and site administrator will conduct a mid-year conference to review progress. Within five working days of the conference, a written response will be completed by the site administrator.

9.11.5.6 By April 15 – The unit member completes a written assessment of their plan and submits the results to the administrator in a conference. No later than 30 calendar days prior to the last scheduled school day, the administrator will provide a brief

narrative evaluation to the unit member. A copy signed by the unit member and administrator will be placed in the personnel file.

9.12 Evaluation Criteria

The following criteria are used to evaluate and assess unit member competency as it relates to the California Standards of the Teaching Profession (CSTP):

9.12.1 The California Standards of the Teaching Profession (CSTP)

- a. Engaging and Supporting All Students in Learning
- b. Creating and Maintaining Effective Environments for Student Learning
- c. Understanding and Organizing Subject Matter for Student Learning
- d. Planning Instruction and Designing Learning Experiences for All Students
- e. Assessing Students for Learning
- f. Developing as a Professional Educator

9.12.2 The Continuum of Teaching Practice (published by the Commission on Teacher Credentialing) will be used as a reference to measure teacher development across the CSTPs.

9.12.3 Definitions. The definitions of the criteria will be those used in the CSTP document published in 2009. The following definitions are intended as guidelines for the unit member and administrator and are not intended to be all inclusive.

9.12.4 Engaging and supporting all students in learning. Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

9.12.5 Creating and maintaining effective environments for student learning. Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards of individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which ALL students can learn. They use instructional time to optimize learning.

- 9.12.6 Understanding and organizing subject matter for student learning. Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curricular frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.
- 9.12.7 Planning instruction and designing learning experiences for all students. Teachers use knowledge of students' academic readiness, language proficiency, cultural background, an individual development plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and untapped instructional plans to meet the assessed learning needs of all students.
- 9.12.8 Assessing students for learning. Teachers applied knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. The review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.
- 9.12.9 Developing as a professional educator. Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

Dated:

Pacific Grove Teachers Association	Date	Pacific Grove Unified School District	Date
DocuSigned by: Margaret A. Rice 92325EBB50744D9...	4/25/2024	DocuSigned by: Josh Jorn 5C92D734B41142C...	4/25/2024
DocuSigned by: [Signature] 5740D55367B34F1...	4/25/2024	DocuSigned by: Linda Adamson 73E990B8F7904E3...	4/25/2024
DocuSigned by: Susan Chavez D485CF0BF7614F6...	4/25/2024	DocuSigned by: Claudia Arellano BDD0B33A5D17416...	4/25/2024
DocuSigned by: Lauren Davis 2F48665D330D4F3...	4/25/2024	DocuSigned by: Lito Garcia A1FF39B76AE84C7...	4/25/2024
DocuSigned by: Lauralea Gaona 072675AB6B584C9...	4/25/2024	DocuSigned by: Louis T Lozano ED24186DE114486...	4/25/2024
DocuSigned by: Sally Richmond A43D37BF06594C1...	4/25/2024	DocuSigned by: Buck Roggeman 5DCCEB0AZE594AE...	4/25/2024

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	Pacific Grove Unified School District			
Name of Bargaining Unit:	Pacific Grove Teachers Association (PGTA)			
Certificated, Classified, Other:	Certificated			
The proposed agreement covers the period beginning:	July 1, 2023	and ending:	June 30, 2024	
	(date)		(date)	
The Governing Board will act upon this agreement on:	May 23, 2024			
	(date)			

This form, along with a copy of the proposed agreement, should be submitted to the County Office at least 10 working days prior to the date the Governing Board will take action. **Please note that school districts with a Qualified or Negative certification pursuant to E.C. section 42131 must allow the COE at least ten (10) working days to review and comment on any proposed agreement.**

A. Proposed Change in Compensation

Compensation		Column 1 Current Year Annual Cost Prior to 2023-24	Fiscal Impact of Proposed Agreement		
			Column 2 Current FY 2023-24	Column 3 MultiYr FY 2024-25	Column 4 FY 2025-26
1	Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 16,823,436	\$ 546,762	\$ -	\$ -
			3.25%	0.00%	0.00%
2	Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -
	Description of other compensation		0	0	0
3	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 3,819,487	\$ 122,365	\$ -	\$ -
			22.380%	0.00%	0.00%
4	Health/Welfare Plans	\$ 772,322	\$ 297,000	\$ -	\$ -
			0.00%	0.00%	0.00%
5	Total Compensation - Add Items 1 thru 4	\$ 21,415,245	\$ 966,127	\$ -	\$ -
			4.511%	0.00%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ 274,222	\$ 8,912	\$ -	\$ -
7	Total Number of Represented Employees (Use	139.00	139.00	139.00	139.00
8	Total Compensation <u>Average</u> Cost per Employee	\$ 154,067	\$ 6,951	\$ -	\$ -
			4.511%	0.00%	0.00%

Pacific Grove Unified School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

3.25% increase to base salary retroactive to 7/1/2023 and ongoing, \$3,300 increase to district contribution benefit cap.

10. What was the negotiated percentage increase: On-Going ☒ OR One-Time ☐

11. Are there reopeners? Yes ☐ No ☒

12. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

Yes, per item 5 of the tentative agreement; Additional Steps should be added to the CE Salary Schedule and Counselor Salary Schedule. Added steps in Dead Zones (Step 15, 19, 21, 23 all has been added to attached SS)
Step 22 in CE Salary schedule is still in effect for 2023-24 but will be eliminated in 2024-25.

13. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

14. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes ☒ No ☐

If yes, please describe the cap amount.

Certificated EE only District Contribution - \$6900.00 per year = \$575.00/month (prorated for FTE).

Certificated EE + 1/EE + Fam - \$11,520.00 per year = \$960.00/month (pro-rated for FTE).

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Clarification to Leaves, Transfers/Assignments, Hours of employment, Evaluation- See attached TA

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Clarified language on additional CBA Articles (see attached Tentative Agreement)

Pacific Grove Unified School District

D. What contingency language is included in the proposed agreement?

NA

E. Will this agreement create or increase deficit spending in the current or subsequent year(s)?

"Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, the District will increase its deficit spending in the current 23-24 by \$966,127, but increase the fund balance in the 2 subsequent years. District estimates an increase in LCFF revenue sources in FY 24-25 increasing the EFB by 375,568 and an increase in LCFF revenue in FY 25-26 increasing the EFB by 928,704 per projections at 2032-24 Second Interim MYP.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

See Tentative Agreement attached

G. Source of Funding for Proposed Agreement:

1. Current Year

Basic Aid Assigned Reserve for FY23-24 and a conservative tax revenue estimate for the outyears, 24-25 & 25-26

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

Described in (E) above

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

NA

Pacific Grove Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund
 Bargaining Unit: Pacific Grove Teachers Association (PGTA)

	Column 1 Latest Board- Approved Budget Before Settlement (As of 3/15/24)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
UNRESTRICTED REVENUES				
LCFF Funding Sources (8010-8099)	\$ 37,326,152	\$ -	\$ -	\$ 37,326,152
Remaining Revenues (8100-8799)	\$ 1,402,820	\$ -	\$ -	\$ 1,402,820
TOTAL UNRESTRICTED REVENUES	\$ 38,728,972	\$ -	\$ -	\$ 38,728,972
UNRESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 15,881,854	\$ 429,890	\$ -	\$ 16,311,745
Classified Salaries (2000-2999)	\$ 5,215,510	\$ -	\$ -	\$ 5,215,510
Employee Benefits (3000-3999)	\$ 6,332,403	\$ 296,090	\$ -	\$ 6,628,493
Books and Supplies (4000-4999)	\$ 671,385	\$ -	\$ -	\$ 671,385
Services, Other Operating Expenses (5000-5999)	\$ 3,586,720	\$ -	\$ -	\$ 3,586,720
Capital Outlay (6000-6599)	\$ 13,679	\$ -	\$ -	\$ 13,679
Other Outgo (7100-7299) (7400-7499)	\$ (552,971)	\$ -	\$ -	\$ (552,971)
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
TOTAL UNRESTRICTED EXPENDITURES	\$ 31,148,579	\$ 725,981	\$ -	\$ 31,874,560
OPERATING SURPLUS/(DEFICIT)	\$ 7,580,393	\$ (725,981)	\$ -	\$ 6,854,412
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ 400,000	\$ -	\$ -	\$ 400,000
Contributions (8980-8999)	\$ (7,775,335)	\$ (240,146)	\$ -	\$ (8,015,481)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	\$ (594,942)	\$ * (966,127)	\$ -	\$ (1,561,069)
UNRESTRICTED BEGINNING FUND BALANCE	\$ 5,759,206			\$ 5,759,206
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ 167,542			\$ 167,542
CURR YR UNRESTRICTED ENDING BALANCE	\$ 5,331,806	\$ (966,127)	\$ -	\$ 4,365,679
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ -	\$ 5,000	\$ -	\$ 5,000
Committed/Assigned Amounts (9750-9780)	\$ 3,892,755	\$ (1,001,011)		\$ 2,891,744
Reserve for Economic Uncertainties (9789)	\$ 1,439,051	\$ 29,884		\$ 1,468,934
Unappropriated/Unappropriated Amounts (9790)	\$ (0)	\$ 0	\$ -	\$ 0

Column 1= Second Interim Totals

* Please see question on page 7

Pacific Grove Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Restricted General Fund Pacific Grove Teachers Association (PGTA)		
	Column 1 Latest Board- Approved Budget Before Settlement (As of 3/15/24)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
RESTRICTED REVENUES				
LCFF Funding Sources (8010-8099)	\$ 1,031,789	\$ -	\$ -	\$ 1,031,789
Remaining Revenues (8100-8799)	\$ 4,887,211	\$ -	\$ -	\$ 4,887,211
TOTAL RESTRICTED REVENUES	\$ 5,919,000	\$ -	\$ -	\$ 5,919,000
RESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 3,816,470	\$ 116,871	\$ -	\$ 3,933,341
Classified Salaries (2000-2999)	\$ 3,495,859	\$ -	\$ -	\$ 3,495,859
Employee Benefits (3000-3999)	\$ 4,361,132	\$ 123,275	\$ -	\$ 4,484,407
Books and Supplies (4000-4999)	\$ 1,787,654	\$ -	\$ -	\$ 1,787,654
Services, Other Operating Expenses (5000-5999)	\$ 1,905,556	\$ -	\$ -	\$ 1,905,556
Capital Outlay (6000-6599)	\$ 252,231	\$ -	\$ -	\$ 252,231
Other Outgo (7100-7299) (7400-7499)	\$ 82,000	\$ -	\$ -	\$ 82,000
Direct Support/Indirect Cost (7300-7399)	\$ 363,674	\$ -	\$ -	\$ 363,674
Other Adjustments				
TOTAL RESTRICTED EXPENDITURES	\$ 16,064,576	\$ 240,146	\$ -	\$ 16,304,722
OPERATING SURPLUS (DEFICIT)	\$ (10,145,576)	\$ (240,146)	\$ -	\$ (10,385,722)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ 7,775,335	\$ 240,146	\$ -	\$ 8,015,481
CURRENT YEAR INCREASE (DECREASE) IN RESTRICTED FUND BALANCE	\$ (2,370,241)	\$ * (0)	\$ -	\$ (2,370,241)
RESTRICTED BEGINNING FUND BALANCE	\$ 3,459,862			\$ 3,459,862
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ 65,246			\$ 65,246
CURR YR RESTRICTED ENDING BALANCE	\$ 1,154,867	\$ (0)	\$ -	\$ 1,154,867
COMPONENTS OF ENDING FUND BALANCE:				
Restricted Amounts (9740)	\$ 1,154,867	\$ (0)	\$ -	\$ 1,154,867

* Please see question on page 7

Pacific Grove Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund
 Bargaining Unit: **Pacific Grove Teachers Association (PGTA)**

	Column 1 Latest Board- Approved Budget Before Settlement (As of 3/15/24)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	\$ 38,357,941	\$ -	\$ -	\$ 38,357,941
Remaining Revenues (8100-8799)	\$ 6,290,031	\$ -	\$ -	\$ 6,290,031
TOTAL REVENUES	\$ 44,647,972	\$ -	\$ -	\$ 44,647,972
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 19,698,324	\$ 546,762	\$ -	\$ 20,245,086
Classified Salaries (2000-2999)	\$ 8,711,369	\$ -	\$ -	\$ 8,711,369
Employee Benefits (3000-3999)	\$ 10,693,535	\$ 419,365	\$ -	\$ 11,112,900
Books and Supplies (4000-4999)	\$ 2,459,038	\$ -	\$ -	\$ 2,459,038
Services, Other Operating Expenses (5000-5999)	\$ 5,492,276	\$ -	\$ -	\$ 5,492,276
Capital Outlay (6000-6599)	\$ 265,909	\$ -	\$ -	\$ 265,909
Other Outgo (7100-7299) (7400-7499)	\$ (470,971)	\$ -	\$ -	\$ (470,971)
Direct Support/Indirect Cost (7300-7399)	\$ 363,674	\$ -	\$ -	\$ 363,674
Other Adjustments				
TOTAL EXPENDITURES	\$ 47,213,155	\$ 966,127	\$ -	\$ 48,179,282
OPERATING SURPLUS (DEFICIT)	\$ (2,565,183)	\$ (966,127)	\$ -	\$ (3,531,310)
Transfer In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ 400,000	\$ -	\$ -	\$ 400,000
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (2,965,183)	\$ (966,127)	\$ -	\$ (3,931,310)
BEGINNING FUND BALANCE	\$ 9,219,067			\$ 9,219,067
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ 232,788		\$ -	\$ 232,788
CURRENT YEAR ENDING FUND BALANCE	\$ 6,486,673	\$ (966,127)	\$ -	\$ 5,520,546
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ -	\$ 5,000	\$ -	\$ 5,000
Restricted Amounts (9740)	\$ 1,154,867	\$ (0)	\$ -	\$ 1,154,867
Committed/Assigned Amounts (9750-9780)	\$ 3,892,755	\$ (1,001,011)		\$ 2,891,744
Reserve for Economic Uncertainties (9789)	\$ 1,439,051	\$ 29,884		\$ 1,468,934
Unappropriated/Unappropriated Amounts (9790)	\$ (0)	\$ 0	\$ -	\$ 0
Reserve for Economic Uncertainties Percentage	3.02%			3.02%

* Please see question on page 7

Pacific Grove Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Bargaining Unit: **Adult Education Fund**
Pacific Grove Teachers Association (PGTA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/15/24)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ -	\$ -	\$ -	\$ -
Books and Supplies (4000-4999)	\$ -	\$ -	\$ -	\$ -
Services, Other Operating Expenses (5000-5999)	\$ -	\$ -	\$ -	\$ -
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)	\$ -	\$ -	\$ -	\$ -
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	*	\$ -	\$ -
BEGINNING FUND BALANCE	\$ -			\$ -
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -			\$ -
CURRENT YEAR ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ -	\$ -	\$ -	\$ -
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -	\$ -

* Please see question on page 7

Pacific Grove Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Child Development Fund**

Bargaining Unit:

Pacific Grove Teachers Association (PGTA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/15/24)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 553,965	\$ -	\$ -	\$ 553,965
TOTAL REVENUES	\$ 553,965	\$ -	\$ -	\$ 553,965
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 88,236	\$ 2,153	\$ -	\$ 90,389
Classified Salaries (2000-2999)	\$ 268,958	\$ -	\$ -	\$ 268,958
Employee Benefits (3000-3999)	\$ 136,863	\$ 482	\$ -	\$ 137,345
Books and Supplies (4000-4999)	\$ 30,957	\$ -	\$ -	\$ 30,957
Services, Other Operating Expenses (5000-5999)	\$ 9,363	\$ -	\$ -	\$ 9,363
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 19,251	\$ -	\$ -	\$ 19,251
TOTAL EXPENDITURES	\$ 553,628	\$ 2,635	\$ -	\$ 556,264
OPERATING SURPLUS (DEFICIT)	\$ 337	\$ (2,635)	\$ -	\$ (2,299)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 337	\$ *	\$ -	\$ (2,299)
BEGINNING FUND BALANCE	\$ 137,379			\$ 137,379
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -			\$ -
CURRENT YEAR ENDING FUND BALANCE	\$ 137,716	\$ (2,635)	\$ -	\$ 135,081
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)		\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ 137,716	\$ (2,635)	\$ -	\$ 135,081
Committed/Assigned Amounts (9750-9780)	\$ (0)	\$ (0)	\$ -	\$ (0)

* Please see question on page 7

Pacific Grove Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Cafeteria Fund**

Bargaining Unit:

Pacific Grove Teachers Association (PGTA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/15/24)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ -	\$ -	\$ -	\$ -
Books and Supplies (4000-4999)	\$ -	\$ -	\$ -	\$ -
Services, Other Operating Expenses (5000-5999)	\$ -	\$ -	\$ -	\$ -
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)	\$ -	\$ -	\$ -	\$ -
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	*	\$ -	\$ -
BEGINNING FUND BALANCE	\$ -			\$ -
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -			\$ -
CURRENT YEAR ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ -	\$ -	\$ -	\$ -
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -	\$ -

* Please see question on page 7

Pacific Grove Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:

Bargaining Unit:

Pacific Grove Teachers Association (PGTA)

	Column 1 Latest Board- Approved Budget Before Settlement (As of 3/15/24)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ -	\$ -	\$ -	\$ -
Books and Supplies (4000-4999)	\$ -	\$ -	\$ -	\$ -
Services, Other Operating Expenses (5000-5999)	\$ -	\$ -	\$ -	\$ -
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)	\$ -	\$ -	\$ -	\$ -
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	*	\$ -	\$ -
BEGINNING FUND BALANCE	\$ -			\$ -
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -			\$ -
CURRENT YEAR ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ -	\$ -	\$ -	\$ -
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -	\$ -

* Please see question on page 7

Pacific Grove Unified School District

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS UNRESTRICTED FUNDS**Unrestricted General Fund Multiyear Projection**

Bargaining Unit:

Pacific Grove Teachers Association (PGTA)

	FY 2023-24	FY 2024-25	FY 2025-26
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
UNRESTRICTED REVENUES			
LCFF Funding Sources (8010-8099)	\$ 37,326,152	\$ 39,287,983	\$ 41,210,368
Remaining Revenues (8100-8799)	\$ 1,402,820	\$ 1,305,180	\$ 1,305,180
TOTAL UNRESTRICTED REVENUES	\$ 38,728,972	\$ 40,593,163	\$ 42,515,548
UNRESTRICTED EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 16,311,745	\$ 16,637,979	\$ 16,403,822
Classified Salaries (2000-2999)	\$ 5,215,510	\$ 5,319,820	\$ 5,392,223
Employee Benefits (3000-3999)	\$ 6,628,493	\$ 6,761,063	\$ 6,896,284
Books and Supplies (4000-4999)	\$ 671,385	\$ 740,537	\$ 754,239
Services, Other Operating Expenses (5000-5999)	\$ 3,586,720	\$ 2,753,471	\$ 3,029,550
Capital Outlay (6000-6999)	\$ 13,679	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ (552,971)	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ (259,564)	\$ (259,564)
Other Adjustments		\$ 419,635	\$ 419,635
TOTAL UNRESTRICTED EXPENDITURES	\$ 31,874,560	\$ 32,372,942	\$ 32,636,190
OPERATING SURPLUS (DEFICIT)	\$ 6,854,412	\$ 8,220,221	\$ 9,879,358
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ 400,000	\$ 400,000	\$ 400,000
Contributions (8980-8999) (Enter as a negative)	\$ (8,015,481)	\$ (8,380,000)	\$ (8,880,000)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	\$ (1,561,069)	\$ (559,779)	\$ 599,358
UNRESTRICTED BEGINNING FUND BALANCE	\$ 5,759,206	\$ 4,365,679	\$ 3,805,901
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ 167,542		
UNRESTRICTED ENDING FUND BALANCE	\$ 4,365,679	\$ 3,805,901	\$ 4,405,259
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts (9711-9719)	\$ 5,000	\$ 5,000	\$ 5,000
Committed/Assigned Amounts (9750-9780)	\$ 2,891,744	\$ 2,300,901	\$ 2,900,259
Reserve for Economic Uncertainties (9789)	\$ 1,468,934	\$ 1,500,000	\$ 1,500,000
Unappropriated/Unappropriated Amounts (9790)	\$ 0	\$ (0)	\$ (0)

WARNING: 9790 Unappropriated Amounts must be positive

Pacific Grove Unified School District

J. CALCULATING THE AVAILABLE RESERVE AMOUNT

1. State Reserve Standard

		FY 2023-24	FY 2024-25	FY 2025-26
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 48,579,282	\$ 46,358,802	\$ 47,215,499
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$80,000)	\$ 1,457,378	\$ 1,390,764	\$ 1,416,465

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 1,468,934	\$ 1,500,000	\$ 1,500,000
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ 0	\$ (0)	\$ (0)
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 1,468,935	\$ 1,500,000	\$ 1,500,000
f.	Reserve for Economic Uncertainties Percentage	3.02%	3.24%	3.18%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 2023-24

Yes

☒

No

☐

FY 2024-25

Yes

☒

No

☐

FY 2025-26

Yes

☒

No

☐

4. If no, how do you plan to restore your reserves?

Pacific Grove Unified School District

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5 on Page 1 (i.e., increase was partially budgeted), explain the variance below:

6. Please include any additional comments and explanations of Page 4 as necessary:

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Pacific Grove Unified School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from 7/1/2023 to 6/30/2024.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase (Decrease)

Budget Adjustment Increase/ (Decrease)

\$	-
\$	968,762
\$	(968,762)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase (Decrease)

Budget Adjustment Increase/ (Decrease)

\$	-
\$	-
\$	-

Budget Revisions

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

☐ I hereby certify ☐ I am unable to certify

District Superintendent
(Signature)

Date

☐ I hereby certify ☐ I am unable to certify

Chief Business Official
(Signature)

Date

Assumptions

The assumptions upon which this certification is made are as follows:

District assumes increase in property tax revenue will cover these costs.

District will make adjustments to positions as needed to cover increased costs.

Concerns regarding affordability of agreement in subsequent years (if any):

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

Joshua Jorn
Contact Person

Date

831-646-6509
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its
meeting on: May 23, 2024 , took action to approve the proposed Agreement with the
Pacific Grove Teachers Association (PGTA) Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

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

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

SUBJECT: Approval of Tentative Agreement with Pacific Grove Teachers Association (PGTA) for Fiscal Year 2023-2024

DATE: May 23, 2024

PERSON RESPONSIBLE: Buck Roggeman, Lead Negotiator

RECOMMENDATION:

The District Administration recommends that the Board approve the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teachers Association (PGTA) for fiscal year 2023-2024.

BACKGROUND:

All changes to contracts between the District and employee groups require a public hearing and approval by the Board. In addition, AB 1200 requires the District to submit details of all negotiated salary agreements to the Monterey County Office of Education (MCOE) for tier review an approval ten days prior to the Board action.

INFORMATION:

The Pacific Grove Unified School District (District) and the Pacific Grove Teachers' Association (PGTA) hereby resolve all issues in negotiations for the 2023-2024 and 2024-2025 school years on the following terms and conditions:

1. Except as expressly stated herein or in one of the attachments to this document, all provisions of the current collective bargaining agreement will continue without modification for the period of this agreement.
2. The term of the contract shall be from July 1, 2023 through June 30, 2025.
3. All salary schedules (except the stipend schedules) for bargaining unit members shall each be increased effective July 1, 2023, by 3.25%. The retroactive pay shall be made no later than July 10, 2024.
4. Article III – Benefits – regarding an increase in the benefits allowance as attached.
5. Additional steps shall be added to the Certificated Salary Schedule and Counselor Salary Schedule as attached.
6. Article II - Wages - summer school pay language will be moved to this article as attached.

7. Article IV - Leaves - regarding clarification and rewriting of multiple items including Personal Necessity leave, Extended Illness leave, Pregnancy Disability, Parental leave, Sabbatical leave and Overseas teaching leave.
8. Article VI - Transfers/Assignments - regarding clarification of multiple items including vacancies, voluntary transfers, involuntary transfers, and other items as attached.
9. Article VII – Hours of Employment – regarding the professional development day related to the welcome back breakfast, mandatory training, summer school hours of employment, and aligning the work weeks of counselors, speech therapists, and librarians to other unit members.
10. Article IX - Evaluation - regarding the reduction of observations required of temporary and probationary unit members from three to two and adjusting the evaluation timeline to reflect this reduction.

FISCAL IMPACT:

For Item # 3 above: (3.25% Total Compensation)

General Fund

- Total compensation (inclusive of statutory costs) of 3.25% = **\$843,010**

Adult Education Fund

- Total Compensation of 3.25% (inclusive of statutory costs) = **\$18,954**

Child Development Fund

- Total compensation of 3.25% (inclusive of statutory costs) = **\$2,867**

For Item # 4 above: (1.26% of Total Compensation)

General Fund

- Estimated cost (inclusive of statutory costs) = **\$334,787**

For Item #5 above:(.32% Total Compensation)

General Fund

- Estimated cost (inclusive of statutory costs) = **\$85,654**

TENTATIVE AGREEMENT
BETWEEN
PACIFIC GROVE UNIFIED SCHOOL DISTRICT AND
PACIFIC GROVE TEACHERS' ASSOCIATION

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10. Article IX - Evaluation - regarding the reduction of observations required of temporary and probationary unit members from three to two and adjusting the evaluation timeline to reflect this reduction.

Pacific Grove Unified School District Proposal to PGTA

April 24, 2023

SALARY AND HEALTH BENEFITS

The Pacific Grove Unified School District proposes for the 2023-2024 school year a 4.83% total compensation package as follows:

1. Effective July 1, 2023, the 2022-2023 Certificated salary schedule shall be increased by 3.25%.
2. Effective July 1, 2023, the following modifications shall be made to Article III Employee Benefits equaling a \$3,300 increase in benefits:

The District will provide a health benefit program for Full-Time bargaining unit members (.8 FTE shall be considered Full-Time for health benefits purposes only) who are enrolled in a MCSIG medical plan, which shall consist of a medical plan with optional dental and vision. The District's maximum contribution for health benefits for Part-Time bargaining unit members working fewer than eight-tenths (.8) of thirty seven and one-half (37.5) hours per week but four-tenths (.4) or more of a Full-Time equivalent shall be one half of the amounts below. The District's maximum contribution to MCSIG for health benefits for Full-Time employees shall not exceed the following monthly amounts on a 10-month basis:

Employee Only	\$1,020.00
Employee and Dependents	\$1,482.00

SALARY AND HEALTH BENEFITS

[illegible]

2022-2023 Salary Schedule - Counselor - 195 work days

	BA I		BA+15 II		BA+30 III		BA+45 or MA IV		BA+60/MA+15 V		BA+75/MS+30/DR VI	
	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%	23-24	23/24 w/ retro 3.25%
1	72,231		78,452	81,002	83,308	86,016	86,792	89,613	88,910	91,800	89,657	92,571
2	73,731	76,127	80,389	83,002	85,685	88,470	89,608	92,520	92,164	95,159	93,347	96,381
3	75,229	77,674	82,325	85,001	88,061	90,923	92,421	95,425	95,415	98,516	97,038	100,192
4	76,731	79,225	84,264	87,003	90,433	93,372	95,236	98,331	98,665	101,872	100,729	104,003
5	78,228	80,770	86,201	89,003	92,811	95,827	98,050	101,237	101,919	105,231	104,419	107,813
6	79,730	82,321	88,138	91,002	95,186	98,280	100,864	104,142	105,170	108,588	108,108	111,622
7	81,228	83,868	90,076	93,003	97,563	100,734	103,678	107,048	108,425	111,949	111,799	115,432
8	82,728	85,417	92,017	95,008	99,937	103,185	106,493	109,954	111,676	115,305	115,489	119,242
9	82,728	85,417	93,950	97,003	102,314	105,639	109,306	112,858	114,928	118,663	119,179	123,052
10	83,625	86,343	94,849	97,932	106,539	110,002	113,969	117,673	119,696	123,586	124,393	128,436
11							116,855	120,653	123,351	127,360	128,133	132,297
12									126,606	130,721	132,173	136,469
13									129,999	134,224	135,865	140,281
15									132,599	136,908	138,136	142,625
17											140,407	144,970
19											142,223	146,845
21											144,038	148,719
22	Step 22 to be eliminated in 2024/25										144,946	149,657
23											147,298	152,085
25											149,650	154,514
27											153,852	158,852
	2.27%											

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PROPOSAL TO
PACIFIC GROVE TEACHERS ASSOCIATION

April 24, 2024

The District proposes to modify Article II – Wages – by moving the Summer School Pay language from Article IV - Transfers/Assignment - to Article II and add the language as item 17.

17. Summer School Pay

Certificated unit members will receive their hourly pay based on their placement on the PGUSD salary schedule or the instructional hourly rate, whichever is higher. The hourly pay rate will be computed as follows: The unit member's annual salary divided by 185 equals the daily rate. The daily rate divided by seven equals the hourly rate.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PROPOSAL TO
PACIFIC GROVE TEACHERS ASSOCIATION

April 24, 2024

The District proposes to replace all of the language in Article V - Leaves - with the negotiated language as follows:

V. LEAVES

5.1 Purpose. The purpose of the Leaves Article is to define the amount of leave earned by each unit member and how each leave can be used.

5.2 Definitions

5.2.1 For the purpose of this Section, differential pay is the unit member's daily rate less the amount actually paid to a substitute employee employed to fill the position during the unit member's absence or, if no substitute was employed, the amount that would have been paid if one were employed.

5.2.2 Immediate family includes any of the following:

- The spouse or registered domestic partner of a unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member's spouse or registered domestic partner
- Son, son-in-law, daughter, daughter-in-law, brother or sister of the unit member
- Any relative living in the immediate household of the unit member
- Any other relative permitted by California law

5.2.3 A designated person is any individual whose association with the unit member is the equivalent of a family relationship. The designated person, related by blood or in a family-like relationship with the unit member, shall be identified by the unit member at the time the unit member requests leave to care for this individual. Unit members may not identify more than one person as a designated person in any 12-month period. A unit member must have worked for the District at least 1,250 hours in the 12 months prior to their leave. For eligibility purposes, full-time and 0.8 FTE unit members are deemed to have met the 1,250 hour requirement.

5.2.4 Emergency Situation: A situation that demands immediate attention from a unit member. Examples include, but are not limited to, the following:

5.2.4.1 Death or illness of a member of a unit member's immediate family/designated person.

5.2.4.2 Serious accident involving the person or property of the unit member or a member of their immediate family/designated person.

5.2.5 Nothing in this contract shall contradict the requirements and rights of the California Family Rights Act (CFRA) and Family and Medical Leave Act (FMLA).

5.2.6 Extended Illness Leave: Extended illness leave occurs when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from their duties on account of illness or accident for an additional period of up to five months, whether or not the absence arises out of or in the course of the employment. An illness will be considered extended only when a unit member has been absent for 10 consecutive work days or more.

5.3 Sick Leave

5.3.1 Each full-time unit member shall be allowed 10 days of sick leave as provided in the Education Code. Unit members working part-time will be entitled to such leave of absence for illness or injury on a pro-rata basis.

5.3.2 Unit members contracted for more than a 185-day work year, excluding summer school appointments, will receive additional sick leave as follows:

- Unit members working 190-195 days receive an additional 3.5 hours.
- Unit members working 196-205 days receive an additional 7.0 hours.
- Unit members working more than 205 days receive an additional 10.5 hours.

5.3.3 Any days not used shall be accumulated by the unit member for use, if necessary, during the succeeding years. At the termination of employment, accumulated sick leave may be used toward retirement benefits as provided by law.

5.3.4 It shall be the unit member's responsibility to notify the site administrator or their designee before commencing sick leave. Notification shall be as soon as the unit member is aware of the need for the absence.

5.3.5 Verification The use of accumulated sick leave will be authorized if one of the following is on file (Exhibit 8)

- a. Personal verification signed by the unit member that she/he has been ill or injured.
- b. Verification signed by a physician that the unit member has been ill or injured.
- c. Verification signed by the unit member that, because of religious reasons, they have not consulted a physician but have been treated by someone in a religious sect.

5.4 Extended Illness/Injury Leave

5.4.1 Per Ed Code 44977, when a unit member has exhausted all available sick leave, including accumulated sick leave, they are entitled to up to five months of Extended Illness/Injury Leave. During this time, they will receive differential pay as defined in Section 5.2. The unit member's sick leave, accumulated sick leave, and the five-month period shall run consecutively.

5.4.2 A unit member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in the subsequent school year.

5.4.3 The leave under this section may only be taken in full-day increments and shall be compensated only if there is written verification provided by the unit member's healthcare provider that the unit member's illness or accident has disabled them from performing their essential job functions. In addition, the unit member shall provide from their healthcare provider a date of their anticipated return to work.

5.4.4 Failure to provide written verification shall render the unit member's absence without pay. Human Resources shall notify the unit member in writing of any and all missing paperwork before pay is revoked.

5.5 Personal Necessity Leave

5.5.1 Up to 11 days of earned and accumulated sick leave per year may be used for reasons of Personal Necessity. Up to three days of leave for Personal Necessity may be taken without disclosing the purpose or reason of leave. The date of such leave shall be at the unit member's discretion. Unit members shall be required to obtain prior authorization from their immediate supervisor or their designee for all personal necessity leave except in an emergency situation, as defined in Section 5.2, Definitions.

5.5.4 In the event leave is denied by the immediate supervisor, the unit member shall have the right to meet with the Superintendent to appeal the decision. The Superintendent's decision shall be presented to the unit member in writing within three working days.

5.5.5 A unit member may convert accumulated sick leave benefits (up to a maximum of the remaining days as eligible for FMLA) to personal necessity leave to care for an immediate family member or designated person with a serious illness or health condition. The unit member shall provide documentation to support the conversion of sick leave to personal necessity upon request by the District.

5.6 Pregnancy Disability Leave

Leaves of absence for a disability caused by or contributed to by pregnancy, miscarriage, or childbirth

shall be treated the same as leaves for illness, injury, or disability in that unit members shall have the right to use accumulated sick leave and up to five months of Extended Illness leave with differential pay. The length of the leave of absence, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the unit member and the unit member's physician. Upon request by the District, the unit member shall provide documentation to support the extended leave.

5.7 Parental Leave

5.7.1 For the purpose of this section, Parental Leave means leave for the birth of a unit member's child, or the placement of a child with a unit member in connection with the adoption or foster care.

5.7.2 Per Ed Code 44977.5, unit members may use their sick leave, including accumulated sick leave, for purposes of Parental leave for a period of up to 12 school weeks.

5.7.3 Once sick leave, including accumulated sick leave, is exhausted, a unit member on Parental Leave shall be paid differential pay or 50% of their regular salary, whichever is greater, for the remaining portion of the 12 school week period.

5.7.4 A unit member shall not be provided more than one 12-week period per Parental leave. However, if a school year terminates before the 12-week period is exhausted, the unit member may take the balance of the 12-week period in the subsequent school year, so long as the Parental leave is taken within one year of the birth or adoption of the child.

5.7.5 Unit members shall provide documentation to support the request for leave upon request by the District.

5.8 Industrial Accident or Illness Leave Per Ed Code 44984, an industrial accident or industrial illness leave is granted to an individual as a result of a job related accident or illness and is in addition to regularly accrued sick leave.

5.8.1 Allowable industrial accident or industrial illness leave with pay shall not exceed 60 working days in any one fiscal year for the same accident or illness. When an industrial accident or industrial illness occurs at a time when the full 60 days will overlap into the next fiscal year, the unit member shall be entitled to utilize only that amount remaining of the 60 days in the following fiscal year.

5.8.2 Allowable industrial accident or industrial illness leave shall not be accumulated from

year to year.

5.8.3 Industrial accident or industrial illness leave shall commence on the first day of absence.

5.8.4 Payment for wages lost on any day, when added to an award granted the unit member under Workers' Compensation laws of this State, shall not exceed the unit member's actual wage if they were on the job.

5.8.5 Industrial accident or industrial illness leave will be reduced by one day for each day of authorized absence, regardless of a compensation award made under Workers' Compensation.

5.8.6 Eligibility for this leave will be based upon finding that the disability is due to industrial accident or industrial illness. In such a case, regular sick leave will not be deducted for absence due to the industrial accident or industrial illness until the full 60 days, if granted, has been exhausted.

5.8.7 During any paid leave of absence, the unit member shall endorse to the District the temporary disability indemnity checks received on account of their industrial accident or illness. The District, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal retirement and other authorized contributions.

5.8.8 The District reserves the right to secure proof of industrial injury or illness of a unit member. Before salary payments will be made to a unit member because of an industrial injury or illness, a report of such accident or illness, in the form required by the compensation insurance carrier, must be on file with the Human Resources Department.

5.9 Jury Duty Leave

5.9.1 A leave of absence for bargaining unit members called for required jury duty shall be granted according to the provisions of the Education Code, Section 44036. Upon return to work, proof of attendance for each day of absence shall be provided to the site administrator or their designee.

5.9.2 The District shall grant such leave with pay. Unit members shall claim jury duty fees and remit the fee to the District, excluding the fee for mileage.

5.9.3 Unit members shall return to work if excused by the court before 11:00 a.m.

5.10 Witness Leave

5.10.1 A leave with pay shall be granted to unit members subpoenaed to appear as a witness (not as a litigant) in a court of law or to appear before another governmental jurisdiction in response to an official order for reasons not brought about through the connivance or misconduct of the unit member.

5.10.2 A unit member requesting such leave shall submit a copy of the subpoena or official order to the site administrator or their designee.

5.10.3 At the conclusion of the appearance, the unit member shall submit verification that they have been on witness leave.

5.10.4 Statutory fees to which the unit member is entitled for appearing as a witness, excluding the statutory mileage fee, shall be paid to the District.

5.10.5 Unit members shall return to work if excused by the court before 11:00 a.m.

5.11 Leave of Absence Without Pay The District may grant an unpaid leave of absence upon the personal request of the unit member. Leaves of this type are requested for personal reasons of the unit member and not for reasons that will necessarily result in a direct benefit to the District.

5.11.1 Requests for unpaid leaves of absence for personal reasons leave shall be submitted to Human Resources for submission to the Board of Trustees. Unit members requesting a leave of absence should, whenever possible, submit the application to Human Resources no later than April 15. Personal leaves must have prior approval by the Board of Trustees before the unit member can take such a leave.

5.11.2 No such leave of absence shall be granted for more than one year at a time, nor may it be extended beyond a second year.

5.11.3 Leaves of absence under this provision shall be without pay.

5.11.4 Unit members on leave status must notify the District by February 1 of their intent to return to work for the following school year.

5.11.5 At the expiration of a Board approved one-year leave of absence, the unit member shall,

unless otherwise agreed, be reinstated in the position held at the time of the granting of the leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of a leave of absence of more than one year or of changed conditions, the unit member shall be reinstated and assigned work appropriate to the unit member's field of training.

5.12 Health Leave Without Pay

5.12.1 Unit members shall be entitled to one year's health leave at a time, provided the unit member's health care provider verifies that the unit member is unable to perform their duties. The time involved in such a leave shall not constitute a break in continuous service; neither shall this time be counted as employment. No such leave shall be extended beyond a second year unless the State Teachers' Retirement system declares a disability.

5.12.2 All requests for leaves of absence to begin at the start of the school year must be on file with Human Resources not later than the preceding April 15. All requests for leaves of absence for the second semester must be on file not later than the preceding November 15. Exceptions to notification dates will be made in emergency cases. Health leave shall be without pay. At the unit member's option, leave without pay shall commence after accumulated sick leave and Extended Illness/Injury Leave has been exhausted.

5.13 Bereavement Leave

Each unit member is entitled to five days of paid bereavement leave for the death of any member of their immediate family, including pregnancy loss or for the death of a unit member's designated person.

5.14 Sabbatical Leave

5.14.1 The District may grant sabbatical leave to a full-time unit member for the purpose of professional study or travel if such leave will benefit the unit member's work performance and the students of the District and compliance with the State and Board regulations has been achieved. Sabbatical leaves are granted without prejudice to a unit member's assignment or salary status.

5.14.2 It is understood that sabbatical leave is granted as an opportunity to prepare for

improved services to the students served by the schools of the District and that such leave is related to the present or prospective service of the applicant.

Sabbatical leave may be granted for the following purposes: travel, independent study, formal study, or a combination of the above.

5.14.2.1 Travel is considered education if it results in a significant contribution to professional growth by exposing the participant to new people, cultures, environments, experiences, and events.

5.14.2.2 Independent study is a program of independent study, research, and/or experience relating to the present or prospective service of the applicant, which promises professional value equivalent to that derived from formal study at recognized educational institutions.

5.14.2.3 Formal study is upper-division or graduate study in an accredited institution of higher learning, including equivalent study in foreign universities. Courses must relate to the present or prospective service of the unit member or must qualify the applicant for a needed credential or a higher degree.

5.14.3 The Superintendent is authorized to establish additional conditions that, in their opinion, may be necessary, provided that such details shall be consistent with Education Code sections 44966 and 44967 and this section.

5.14.4 Any unit member who has completed seven or more full years of service in the District and who has received satisfactory evaluations during the last seven years of service shall be eligible to apply for sabbatical leave. After one sabbatical leave, another seven years of service must be performed before the unit member may apply for another sabbatical leave. A full year of service is considered to be 75% of a school year, excluding absences for illness or other causes.

5.14.5 Sabbatical leave may be granted for a minimum of one semester and a maximum of two consecutive semesters.

5.14.6 The applicant shall submit a statement of the program that they propose to follow while on sabbatical leave to the Professional Growth Review Board (PGRB) no later than February 1. The PGRB will review all sabbatical leave applications.

Applicants shall appear in person and discuss plans with the committee, which will then submit, in priority order, the names of qualified applicants as a recommendation to the Superintendent. If the PGRB denies a sabbatical request, the unit member has the right to appeal the decision to the Superintendent within five days.

5.14.7 The Superintendent shall make the final decision regarding the unit members to be recommended for leave. All of the following items shall be used as guides:

- a. Whether leave has been taken previously
- b. Seniority
- c. Relative merits of reasons for desiring leave
- d. Benefits to the District
- e. Applicant's service record

5.14.8 The Superintendent shall present their recommendations to the Board of Trustees for Board consideration and action between February 15 and March 30. When a unit member must make earlier arrangements for leave than can be accommodated within the dates indicated, earlier requests for intention to take leave and earlier Board action may be taken.

5.14.9 Compensation for unit members on sabbatical leave shall be 50% of the salary which the unit member would have received had they remained in active service or differential pay, whichever is greater. The unit member, at their option, may continue their benefits with the District contributing one-half of the District's responsibility as per Article III- Health Benefits of the collective bargaining agreement. The unit member may accept a fellowship or grant-in-aid for the sabbatical leave.

5.14.10 Compensation shall be processed by the District in the same manner as if the applicant were teaching in the District.

5.14.11 The applicant shall furnish to the District a surety bond of a corporate surety authorized to do business in the State of California to be approved by the Superintendent in an amount equal to the total compensation to be paid to the applicant during said leave of absence. This bond shall be conditioned so as to

service in the employ of the District following their return from said leave of absence. Bonds are to be delivered to the Human Resources Department.

5.14.12 A unit member who is granted sabbatical leave shall receive when the sabbatical leave is completed, such automatic increases in salary rating as would have been received had they remained in active service and, upon return, indemnify the District against failure of the applicant to render appropriate shall assume a position on the salary scale as if they had not been on leave.

5.14.13 At the expiration of the sabbatical leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the sabbatical leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of changed conditions, the unit member shall be reinstated and assigned work appropriate to their field of training.

5.14.14 The applicant for a sabbatical leave must agree to return to the service of the District immediately following the sabbatical leave for a period of time equal to twice the period of the leave. The unit member who has taken sabbatical leave shall file with the District a detailed report within thirty days after returning, giving evidence that the program has been completed. If a unit member fails to fulfill the terms of their sabbatical leave program, the District may require the repayment of a portion of the District reimbursement paid during the period of the sabbatical leave.

5.14.15 If a unit member suffers injury or illness during the sabbatical leave, which prevents the completion of the sabbatical program, the leave will be terminated, and all provisions for sick leave will apply. The unit member will notify the Superintendent of such an accident or illness. Notification shall be by registered letter mail within two weeks after such accident or illness. Such notice must include a doctor's verification of the unit member's state of health.

5.14.16 Sabbatical leave time shall count toward retirement in proportion to the unit member's compensation. The unit member's contribution to the retirement system during the sabbatical period shall be consistent with State Teachers Retirement System (STRS) rules and regulations.

5.14.16 The granting of sabbaticals is at the sole discretion of the Board of Trustees.

5.15 Military Leave

Military leave will be granted in accordance with Military and Veterans Code Sections 395.01 and 395.02 and Ed Code Section 44018. Every effort on the unit member's part must be made to aid in an orderly transition in the event the unit member is required to leave in the middle of the school year.

5.16 Overseas or Foreign Teaching Leave

5.16.1 The District may grant permanent unit members leaves for a period not to exceed one school year for the purpose of accepting an appropriate overseas or foreign teaching assignment. This leave shall be without compensation. The unit member shall receive annual step advancement during the leave.

5.16.2 When requesting overseas teaching leave, the unit member shall notify Human Resources in writing of their request prior to March 1.

5.16.3 This request shall state the reasons and dates the unit member wishes to begin and end the leave.

5.16.4 The granting of the leave, the determination of the date on which the leave shall begin, and its duration shall be made by the Board of Trustees.

5.17 Job-Sharing Leave

Job sharing is a plan whereby two unit members, at least one of whom has attained permanent status in the District, share full teaching responsibilities for one identifiable full-time position. Application for Job-Sharing Leave (Exhibit 17) shall be submitted to Human Resources, who will convene a committee composed of the site administrator, a unit member at the grade level/subject in which the job share would occur, and a PGTA representative. The committee shall submit a recommendation to the Superintendent for approval. Prior to the committee's consideration of the plan, the applicant(s) may request a conference with the committee.

5.17.1 By March 1, the unit member must request a partial leave and include a job-sharing plan (Exhibit 17) to Human Resources. The job-sharing plan must identify how each job-share partner will learn the information disseminated during staff meetings and staff development sessions held on days that they are not scheduled to work, including the option of attending such meetings.

- 5.17.2 The plan must be reviewed and approved by Human Resources.
- 5.17.3 If a permanent unit member is not identified as the job-share partner, the District must be able to employ a fully qualified replacement for the job-share partner.
- 5.17.4 Job-sharing applicants must meet all credential and job description requirements for the requested position.
- 5.17.5 The unit member requesting the job share may rescind their request for leave and a job-sharing assignment prior to the hiring of the potential job-share partner.
- 5.17.6 Any permanent unit member approved for and assigned to a job-sharing plan shall become a part-time unit member in the District.
- 5.17.7 Any outside applicant approved for and hired to a job-sharing plan assignment shall be on a temporary contract, shall retain no permanency rights in the District, and must reapply and follow recruitment procedures for any future openings for which they are qualified.
- 5.17.8 Salaries, benefits, and contributions to STRS shall be computed in accordance with Article II-Wages on a basis that is proportional to full-time service.
- 5.17.9 If one of two unit members in the job-sharing plan resigns, retires, goes on leave, or returns to full-time employment midyear, the remaining permanent unit member may request that the District recruit another partner or may choose to take the position full-time.
- 5.17.10 At no time shall a job share pose an undue hardship to the District.
- 5.17.11 Each job-sharing plan will be only one year in duration. Permanent unit members who wish to continue job sharing must reapply annually by March 1. If one of the job-share partners is a temporary unit member, the position must be advertised within the District prior to selecting the temporary job-share partner for the following year. There is no limit on the number of years a unit member may be approved for job sharing.
- 5.17.12 Before entering a job-sharing plan, each unit member will receive from the Director of Human Resources an analysis of the rights and benefits that accompany the job-sharing option. This analysis will include information about:

- a. salary placement
- b. salary schedule advancement
- c. seniority and permanent status rights
- d. benefits
- e. sick leave

5.18 Association Representative Leave

The president of the PGTA or their designee shall be entitled to a reasonable number of days of released time for conducting business pertinent to unit affairs. Requests to Human Resources shall be made as far in advance as possible.

5.19 Liability Release

Per Education Code Section 44974: The Board of Trustees and the District shall not be liable for the payment of any compensation or damage arising from the death or injury of a unit member while on leave of absence.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PROPOSAL TO
PACIFIC GROVE TEACHERS ASSOCIATION
April 24, 2024

The District proposes to replace all of the language in Article VI - Transfers/Assignments with the negotiated language as follows:

VI - TRANSFERS/ASSIGNMENTS

6.1 Definitions

6.1.1 A transfer is any change of assignment.

6.1.2 A voluntary transfer is a transfer requested by the unit member.

6.1.3 An involuntary transfer is a transfer determined necessary by the District. An involuntary transfer includes changes in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such involuntary transfers may occur when the unit member selected for the transfer did not request a change or when there is a grade-level closure that necessitates the transfer.

6.1.4 Assignment is the current placement of a unit member prior to the voluntary or involuntary transfer.

6.1.5 A vacancy shall include a new position or an opening arising from resignation, retirement, leave, or release at any District location after all district-wide involuntary transfers have been assigned.

6.1.7 Seniority shall be based upon the initial date of full-time or part-time paid employment in a probationary or permanent-status certificated position, and shall remain the same, provided continuous service is maintained pursuant to Education Code. If more than one qualified person has the same seniority in the District, determination will be based on prior experience, major or minor fields of study, and the specific requirements of the vacant position. In the event that all factors are equal, tie-breaking criteria will be established in coordination with PGTA.

6.1.8 Relocation occurs when a unit member is required to vacate a workspace and re-establish that workspace in another classroom or location. Relocation may occur as a result of a transfer, a reassignment, or a reorganization of classrooms or other spaces.

6.1.9 For this section only, in writing is defined as communication in written form, such as by mail, email, or personal delivery.

6.2 Involuntary Transfers

6.2.1 Involuntary transfers include changes initiated by the District in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such transfers shall be based exclusively on the legitimate, educationally related needs of the District. Transfer of personnel may become necessary due to loss of enrollment and/or program elimination, reduction or revision, or program changes. When there is a need for involuntary transfers, the District shall make an initial attempt to satisfy District staffing needs by soliciting volunteers within the reduced grade level or department at that site. The solicited volunteers would have the same rights as an involuntary transferee. The involuntary transfer shall be documented on the Change Of Assignment Form (Exhibit XX) and retained in the unit member's personnel file.

6.2.2 When involuntary transfers are necessary, District seniority will be used to determine which unit member will be transferred. If the unit member with the lowest seniority is not qualified for the alternative positions, the unit member who is qualified for the unfilled vacancy with the lowest District seniority will be transferred unless they meet the exemption of 6.2.7 below.

6.2.3 Should a unit member be displaced due to a grade level closure or a reduction in a program or service, Human Resources will provide the affected unit member(s) a list of all vacancies within the District for which they are qualified.

6.2.4 In order of District seniority, each unit member shall meet with Human Resources and the PGTA President or designee to indicate their preferences from the list of available vacancies for which the unit member is qualified. If a unit member does not indicate a preference within three days of their appointed meeting, they will not have an opportunity to select a position until all other involuntary transferees have chosen their positions.

6.2.5 Human Resources will make decisions regarding involuntary assignments in consultation with the PGTA President or their designee. The unit member(s) and the PGTA President will be notified in writing by Human Resources of the involuntary transfer assignments and the reasons

for the transfer of each unit member. The involuntary transfer of the displaced unit member shall be documented on the Change Of Assignment Form (Exhibit XX) and retained in the unit member's personnel file.

6.2.6 Unit members involuntarily transferred shall have the right to return to their original assignment if it becomes available within the next two years.

6.2.7 Any unit member involuntarily transferred shall not be involuntarily transferred for a minimum of two years unless no other viable alternative is available. If a unit member has been involuntarily transferred three times during the past five year period, then the unit member shall be exempted from further involuntary transfers for the following five year period regardless of their years of service in the District.

6.2.9 Any unit member affected by an involuntary transfer shall be informed as soon as the decision is made or at least two weeks before the end of the school year. Exceptions to this notification can only be made for good cause, such as, but not limited to, resignation, death, revision of curriculum, low enrollment, and State or Federal mandates. During the summer break, every reasonable attempt will be made to contact a unit member involuntarily transferred so they can exercise their right of first refusal for any positions that become open in the District.

6.3 Vacancy Announcements

6.3.1 After all involuntary transfers have been resolved District-wide, vacancies will be advertised internally to District unit members before posting for external candidates.

6.3.2 The District will not advertise a vacancy until all qualified unit members who have applied with an In-House Application/Position Interest Form (Exhibit XX) within vacancy announcement deadlines have been interviewed by a panel of staff, to include at least two PGTA staff members and administration.

6.3.3 In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview.

6.3.4 All interviewees will be notified of the decision before external interviews are held.

6.3.5 Shifting of unit members' assignments, such as changes in grade-level teaching assignments, departments, or job classifications, will not occur at the site level before vacancy announcements are made available to District unit members.

6.3.6 When a vacancy occurs that must be filled during the current school year or from June 1 through August 30, the District may post internally and externally at the same time. The District will not fill a vacancy until all interested qualified unit members have been interviewed by a panel of staff, to include at least two PGTA staff members and administration. In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview. If an internal candidate is not selected, external interviews will only be held after all internal candidates have been notified.

6.4 Voluntary Transfer

6.4.1 Unit members interested in a voluntary transfer to fill an advertised vacancy shall indicate their interest in writing by submitting the In-House Application/Position Interest Form (Exhibit XX) to Human Resources on or before the vacancy closing date listed on the vacancy announcement.

6.4.2 Filing a request for a voluntary transfer is without prejudice to the unit member and does not jeopardize the unit member's current assignment.

6.4.3 Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and length of service in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.5 Placement Priority for Additional Vacancies after Involuntary Transfers

6.5.1 Unit members wishing to be considered for a voluntary transfer to a position that may open during summer break shall submit to Human Resources the In-House Application/Position Interest Form (Exhibit XXX) for any position within vacancy announcement deadlines.

6.5.2 Unit members who were involuntarily transferred and who selected the option to automatically return to their original assignment on the Change of Assignment Form (Exhibit XX) shall be deemed to have accepted such assignment if it becomes available. Human Resources shall then post the subsequent vacancy in accordance with Section 6.2.

6.5.3 When a vacancy occurs, priority will be given to current unit members in the following order:

6.5.3.1 First priority shall be given to a unit member who was involuntarily transferred and would be returning to their original assignment.

6.5.3.2 Second priority shall be given to a unit member who was involuntarily transferred, with priority within this group based on seniority.

6.5.3.3 Third priority shall be given to a unit member who requested a voluntary transfer based on summer vacancies, with priority within this group, based on seniority.

6.6 Notification, Preparation, and Compensation for Transfers and Relocations

6.6.1 In the event of a transfer or involuntary relocation, unit members will be given two weeks' notice, if possible. Impacted unit members will be given the choice of three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time to compensate for the time required to prepare for and effect the move. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter. Transportation shall be provided by the District for moving the unit member's materials.

6.6.2 Transportation shall be provided by the District for moving unit member's materials for a voluntary relocation.

6.7 Pupil Personnel Service

Pupil Personnel Service unit members shall not be required to temporarily transfer to substitute for any teacher except in an emergency situation where the safety of the students is involved and no other reasonable alternative is available.

6.8 Intra-District Exchange Program

With the consent of the site administrators involved and Human Resources, two unit members may choose to exchange positions for a period not to exceed one school year. Unit members can participate in Intra-District exchanges no more than once every four years. Requests for Intra-District exchanges shall be made in writing to Human Resources no later than April 15.

6.9 Summer School Assignment

Whenever possible, applications for summer school will be available no later than April 1. The deadline to return applications will be April 15, or 14 calendar days after the date of posting. If there are more internal applicants than available positions for the summer school assignments, interviews will be held. Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and seniority in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.10 General Education Combination Class Assignment

- 6.10.1 A combination class is one comprised of students from two elementary grade levels. When a combination class is formed, requiring a unit member from one of the affected grades to teach the combination class, the assignment shall be considered an involuntary transfer and the same procedures outlined in Section 6.X.X shall be followed.
- 6.10.2 The unit member assigned to teach a combination class shall document on the Change Of Assignment Form (Exhibit XX) which grade level within the combination shall be considered their grade level for purposes of future assignment. This choice may have a bearing on the outcome of future transfers within a grade level.
- 6.10.3 A unit member transferred to teach a combination class will be given as much advance notice as possible to prepare for the change of assignment. Under no circumstances will a unit member be given fewer than three work-days notice before the transfer.
- 6.10.4 Three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time shall be provided to the affected unit member to prepare for the change of assignment. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter.
- 6.10.5 The site administrator will confer with the unit member teaching the combination class and the other teachers within the affected grades to assign students to the combination class.



PACIFIC GROVE UNIFIED SCHOOL DISTRICT

CHANGE OF ASSIGNMENT

Date: _____

To: _____ Current Assignment _____ Site: _____

This change in assignment is due to District:

- ☐ Grade level closures
- ☐ Reduction/changes to program/services

- ☐ You will be displaced for the _____ school year
- ☐ You elected to accept the involuntary transfer as a volunteer for the _____ school year.

In accordance with PGTA Collective Bargaining Agreement, you have the right to indicate **your preferences** from current known vacancies for which you are credentialed and qualified. Please indicate in order of preference your choices, with number 1 being your first choice, followed by your second, third, fourth and fifth choices.

You must submit your preferences to Human Resources by _____ . Thank you.

All options should have a number of preference assigned.

- In the event that my current assignment becomes vacant during the summer break, I agree to be reassigned to my original grade level/department. I understand this agreement is final. It may only be revoked by completing a new Change of Assignment Form.
- I do not want to be automatically reassigned. I will apply for any new vacant positions.

Employee signature

Date

CC: Personnel File

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

IN-HOUSE APPLICATION / POSITION INTEREST FORM

I _____ would like to be considered for the following posted vacancy:	
Position Title:	Site or Department:
Hours:	Closing Date:
Current Position Title:	Current Site or Department:
Home phone:	Cell:
If you have never served in this position before, please briefly describe your qualifications for the position :	
Employee Signature:	Date:
_____	_____
FOR HUMAN RESOURCES USE ONLY	
Date name given to site/department:	Human Resources Representative:
<input type="checkbox"/> Candidate interviewed on:	<input type="checkbox"/> Candidate selected
	First day in the position:
<input type="checkbox"/> Candidate not interviewed	<input type="checkbox"/> Candidate not selected

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

PROPOSAL TO

PACIFIC GROVE TEACHERS ASSOCIATION

April 24, 2023

The District proposes the following changes to Article VII - Hours of Employment - regarding the Welcome Back Day, aligning the work day for unit members, and moving summer school work day language from Article VI - Transfers and Assignments - to Article VIII - Hours of Employment.

1. Length of Work Year

1.1 The length of the work year for teachers will be 185 days inclusive of two teacher preparation days, two District professional development days, and one Welcome Back Day.

1.1.1 A teacher preparation day shall be free from meetings and other district-directed activities. Any teacher required by the administration to attend a meeting or activity shall be given flex time off at a later date. In the case of a sudden, unexpected, or unforeseen major event affecting the safety or welfare of staff or students, the District or a site administrator may call a meeting of the entire staff in accordance with Section 2.4. In such a case, the flex time requirement shall not apply.

1.1.2 Welcome Back Day will be the first day of the 185-day calendar. All unit members will be allocated at least four hours to participate in the mandatory health and safety training. If the health and safety training is more than four hours, equivalent release time will be provided within the seven-hour work day to complete the training by October 1.

1.1.3 The District will share plans for the upcoming school year's professional development days with the PGTA Executive Board by the last day of school of the current school year. Time may be allocated for mandated health and safety training during this day at the site administrator's discretion.

1.1.4 Any site staff meeting at the start of the school year may be accomplished during the school day on the Welcome Back Day or a professional development day.

- 8.2.9.2 The speech therapists and librarians shall have a seven-hour day, including a 45 minute, duty-free lunch.
- 8.2.9.3 Elementary, middle, and high school counselors shall have a 35 hour work week inclusive of a daily 45-minute duty-free lunch.

9.0 Summer School Hours

The length of a Summer School assignment will be clearly defined in the job posting and shall include one day of preparation before the start of summer school and 30 minutes of preparation time for each day of instruction.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT**PROPOSAL TO****PACIFIC GROVE TEACHERS ASSOCIATION****April 24, 2024**

The district proposes to add the following reformatting of the Article IX - Evaluation - that includes the reduction of temporary/probationary observations from three to two. The deadlines for observations were adjusted accordingly. Other formatting changes are included in the revision of the article:

IX. EVALUATION

Purpose. The purpose of this evaluation system is to assist and support unit members and to provide a means for assessing the performance of the unit member in accordance with the California Standards of the Teaching Profession (CSTP), outlined in Section 9.12.

9.1 Objectives of the Evaluation Process

- 9.1.1 To emphasize evaluation as a means for improvement of instruction
- 9.1.2 To provide an ongoing and uniform process for the evaluation of unit members certificated bargaining unit members in an objective manner
- 9.1.3 To improve the quality of learning for each student
- 9.1.4 To aid in the growth and development of the school program
- 9.1.5 To promote skills in assessing students, developing instructional objectives and achieving goals
- 9.1.6 To promote self-evaluation
- 9.1.7 To strengthen and clarify roles and responsibilities
- 9.1.8 To support the unit member in their assignment
- 9.1.9 To improve job satisfaction

9.2 Definitions

- 9.2.1 Unit Member Any certificated employee designated as a bargaining unit member.
- 9.2.2 Administrator Any administrator who meets certificated staff evaluation policy requirements as established by the PGUSD Board of Trustees.
- 9.2.2 California Content Standards Standards of expected student achievement at each grade level as adopted by the District.

- 9.2.3 Instructional Objectives Expectations relating to student progress, based on student diagnosis and District curriculum standards, developed by the unit member and agreed upon by the administrator.

9.3 Procedures for Evaluation

9.3.1 Responsibilities of the Administrator

- 9.3.1.1 To help create a personalized evaluation program and procedure that will ensure a growing experience for the unit member
- 9.3.1.2 To arrive at mutually acceptable instructional objectives relating to student progress
- 9.3.1.3 To conduct classroom observations relating to CSTP or corresponding standards of performance for non-classroom based unit members
- 9.3.1.4 To review and observe a unit member's adherence to curricular objectives or corresponding standards of performance for non-classroom based unit members
- 9.3.1.5 To use the results of the evaluation in an effective and constructive manner
- 9.3.1.6 To adhere to all calendar dates
- 9.3.1.7 To maintain a file of all reports, materials, and other data that have been gathered during the evaluation process
- 9.3.1.8 To ensure that the evaluation and assessment of the unit member's competence shall not include the use of standardized tests
- 9.3.1.9 To provide copies of completed observation and evaluation forms to the unit member

9.3.2 Responsibilities of the Unit Member

- 9.3.2.1 To help create a personalized evaluation program and procedure
- 9.3.2.2 To recognize evaluation as an integral part of growth and development
- 9.3.2.3 To develop instructional objectives relating to student progress
- 9.3.2.4 To use the results of the evaluation in an effective and constructive manner
- 9.3.2.5 To participate in the evaluation procedure
- 9.3.2.6 To adhere to all calendar dates

9.3.3 Evaluation Process

9.3.3.1 Frequency of evaluation

9.3.3.1.1 At a minimum, the administrator shall evaluate probationary unit members annually and permanent unit members every two years on a cycle determined by the administrator unless other arrangements have been made in accordance with Section 9.10.1.

9.3.3.1.2 Upon receipt of an unsatisfactory evaluation, the unit member shall be evaluated annually until a satisfactory evaluation is achieved, in accordance with provisions of the California Education Code Section 44662.

9.3.3.2 Planning phase

9.3.3.2.1 Within the first two weeks of the first student day, the unit member will have access to a site copy of any such developed District, school, grade level, departmental, or program goals and/or objectives. In addition, the unit member will have access to the job description relating to their assignment, the California Standards of the Teaching Profession, the Continuum of Teaching Practice, established District curriculum standards, and any other District requirements.

9.3.3.2.2 Within the first two weeks of the first student day commencement of the assignment, the unit member shall be informed of their assigned administrative evaluator and provided with the evaluation section and attachments of the collective bargaining agreement.

9.3.3.2.3 All unit members being evaluated will meet in an evaluation goal setting conference with their administrator to mutually agree upon the strengths, teaching standards, and areas for growth (Exhibit 12f). The administrator and the unit member may each select up to two sub standards to be highlighted for areas of growth. This meeting will occur by September 15 for temporary and probationary unit members, and by October 15 for permanent unit members.

9.3.3.2.4 By October 23, if there is no agreement on the selected areas of growth by both parties, the Human Resources Director and PGTA President shall help resolve the disagreement. By October 30, if there is no agreement at this level, the Superintendent and PGTA President shall meet. The Superintendent will make the final decision in writing, citing their reasons.

9.3.3.2.5 If mitigating circumstances arise which make a review of the evaluation plan and schedule necessary, the plan and schedule may be modified by mutual agreement of both parties.

9.3.3.3 Evaluation Phase

9.3.3.3.1 A minimum of one formal classroom observation of the permanent unit member and two formal classroom observations of the temporary/probationary unit member by the administrator shall be held. These observations shall be held prior to the writing of the final evaluation summary but not before the evaluation plan conference, except for those unit members under Peer Assistance Review (PAR).

9.3.3.3.2 The observations shall occur during instructional periods. At least one of the observations shall be mutually scheduled in advance and shall be preceded by a pre-observation conference.

9.3.3.3.3 Each formal observation shall be a minimum of thirty minutes in length. The unit member shall have the right to an additional formal observation and subsequent conference if they request it by February 20.

Classroom observation forms shall be used to record the observations (Exhibit 12g).

9.3.3.3.4 Classroom observation forms shall be signed by the administrator and the unit member. In cases where the unit member is in disagreement with their classroom observation, the unit member may file a written response. The unit member's statement shall be attached to their observation form and made part of the official record.

9.3.3.3.5 The administrator shall outline specific recommendations for improving any deficiencies noted on the classroom observation form. The administrator will assist and document the assistance that has been provided to the unit member in implementing such recommendations. When remedial action eliminates the identified deficiencies, subsequent classroom observation forms shall indicate the improvement.

9.3.3.3.6 The evaluation will be conducted by the administrator to whom the individual unit member is directly responsible. That administrator is

responsible for the final written evaluation, which must bear their signature. Upon written request by either the administrator or the unit member, additional formal observations may be conducted by other certificated management personnel mutually agreed upon. If there is no agreement, the Superintendent will select another evaluator. Within five working days of a formal observation, a written copy of the administrator's classroom observation form shall be given to and discussed with the unit member at a post-observation conference.

9.3.3.4 Summary Phase

- 9.3.3.4.1 The unit member shall complete their assessment of the areas for growth on the Evaluation Planning Form (Exhibit 12c) and submit it to the administrator by April 15.
- 9.3.3.4.2 Either party may request a conference to be held between April 15 and May 1 to review the unit member's Evaluation Planning Form.
- 9.3.3.4.3 The final evaluation summary (Exhibit 12i) shall be submitted in writing to the unit member and a conference will be held no later than thirty calendar days prior to the last scheduled school day.
- 9.3.3.4.4 The unit member shall have the right to submit a written response to the final evaluation. This response shall become a permanent attachment to the unit member's personnel file.
- 9.3.3.4.5 If any negative rating (i.e., conditional, unsatisfactory) or negative comments will be included on the final evaluation, written notification will occur in time (up to 15 teaching days when possible) for the unit member to take corrective action before the final evaluation summary is given to the unit member. Written notification will address criteria found on the observation form (Exhibit 12g). Memoranda from the administrator will be used when negative comments are based on anything other than direct classroom observation.

9.4 Conditional Evaluation

- 9.4.1 An overall evaluation of conditional rating may be given only if a unit member receives an unsatisfactory rating in one or more of the six CSTP performance areas used in the final evaluation summary or a conditional rating in two or more of the six CSTP performance areas used in the final evaluation summary.
 - 9.4.1.1 An overall evaluation containing a conditional rating may include the

requirement that the unit member shall, as determined necessary by the District, participate in a program-designed to improve appropriate areas of the unit member's performance, further student achievement, and the instructional goals of the District. A program shall consist of participation and completion in one or more of the following options developed mutually by the administrator and unit member: a college course, workshop, conference, professional literature, classroom/school visitation, or District professional development programs. This program shall be at no cost to the unit member.

9.4.1.2 The unit member and the administrator will mutually develop a conditional assistance plan prior to the last school day.

9.4.1.3 If there is no agreement, the Superintendent shall make the final decision in writing, citing their reasons.

9.4.1.4 The unit member who receives an overall rating of conditional shall be placed in the evaluation cycle for the following school year and shall be expected to complete the conditional assistance plan during that evaluation cycle. The conditional assistance plan shall serve as the mutually agreed-upon performance objectives for the purpose of complying with Section 9.3 - Procedures for Evaluation.

9.4.1.5 The District shall not be required to provide an assistance plan to a probationary unit member who has been non-reelected.

9.5 Unsatisfactory Evaluation

If a unit member receives an unsatisfactory in two or more of the six criteria used in the final evaluation summary, an overall evaluation of unsatisfactory may be given. Upon receipt of an unsatisfactory evaluation, the unit member will be evaluated in accordance with provisions of the California Education Code, which requires that permanent unit members be given specific recommendations for improvement, referred to the Peer Assistance and Review program, and be evaluated annually until a satisfactory evaluation is achieved.

9.6 General Provision

9.6.1 Any forms used for the evaluation process shall be revised only upon mutual agreement between the District and PGTA.

9.6.2 Each unit member shall have the following rights with reference to their official personnel file regarding materials relevant to evaluation of performance.

9.6.2.1 All materials relating to the assessment of performance in a unit member's personnel file shall be signed by the unit member and dated to indicate when

such material was drafted and placed into the file.

9.6.2.2 A unit member shall be provided with any derogatory material before it is placed in their personnel file and no negative comments can be made on an evaluation without such substantiating materials. Unit members shall be given an opportunity to prepare a written response to such material. The written response shall be attached to the material. When a unit member is absolved of the derogation in a grievance/court action, all reference to the incident shall be removed from the personnel file.

9.6.2.3 The content of personnel files shall be kept in confidence. Access to the unit member's personnel file shall be under the direct supervision of a District administrator or their designee, and limited to the unit member, District administrators, and the Board of Trustees, or as otherwise allowed by law or consent of the unit member.

9.6.2.4 Copies of all final evaluations will be filed in the unit member's personnel file.

9.6.2.5 Undocumented evidence will be excluded from the evaluation process. Any documented evidence used in an evaluation must have been relayed to the unit member within three days of the date that the evidence was obtained. Documented evidence shall be a written record and the source of the evidence shall be identified. The unit member shall have the right to attach a written response.

9.6.2.6 The evaluation plan and forms are adapted for auxiliary services personnel.

9.6.2.7 Only the procedures outlined in this article are subject to the grievance provisions of the contract.

9.7 Appeal Process

The unit member may appeal the content of their final evaluation to the Superintendent in writing, within five calendar days of the post-evaluation conference. Upon the unit member's request, the Superintendent shall meet to discuss the final evaluation. The Superintendent will respond, in writing, to the appeal within 20 calendar days of receipt of the appeal. The decision of the Superintendent shall be final.

9.8 Traditional Evaluation Calendar for Permanent Unit Members

9.8.1 Within the first two weeks of the first student day, the unit member shall be informed of their assigned administrator, and a site copy of the evaluation section of the master contract will be made available.

- 9.8.2 By October 15 - Goal setting with the unit member and the administrator will be completed in a preliminary conference to establish the evaluation plan.
- 9.8.3 By February 15 - At least one observation and conference will be held with permanent unit members who are to receive a final evaluation summary during the current year.
- 9.8.4 By February 20 - Unit member initiated requests for additional observations and evaluations will be submitted by this deadline.
- 9.8.5 By April 15 - The unit member shall complete their assessment of the evaluation goal setting plan and submit the results to the administrator.
- 9.8.6 No later than 30 calendar days prior to the last scheduled school day - The final evaluation summary (Exhibit 12i) shall be submitted in writing to the unit member and a conference will be held.
- 9.9 Evaluation Calendar for Temporary and Probationary Unit Members
 - 9.9.1 Within the first two weeks of the first student day, the unit member shall be informed of their assigned administrator and be provided with the evaluation section of the master contract and all material indicated in Article IX(D)(3)(b) above.
 - 9.9.2 By September 15 – Goal setting with the unit member and the administrator will be completed in a preliminary conference to establish the evaluation plan.
 - 9.9.3 By November 15 – A first observation and conference will be held with all temporary and probationary unit members.
 - 9.9.4 By January 15 – The unit member will meet and submit a status report or discuss their evaluation plan with the administrator to be noted on the goal setting evaluation plan form (Exhibit 12f).
 - 9.9.5 By February 15 – The second observation and conference will be held with temporary and probationary unit members.
 - 9.9.6 By March 15 – Written notices of non-reelection will be given to unit members subject to non-reelection for the following year.
 - 9.9.7 The President of the PGTA or their designee and the Superintendent or designee shall meet with any probationary unit member who wants to question their non-reelection notice.
 - 9.9.8 By April 15 – The unit member shall complete their assessment form (Exhibit 12f) and submit it to the administrator.
 - 9.9.9 No later than 30 calendar days prior to the last scheduled school day – A final evaluation summary shall be submitted in writing to the unit member and a meeting shall be held between the unit member and the administrator to discuss the final

evaluation summary.

9.10 Permanent Unit Members

9.10.1 Permanent unit members shall be evaluated at least every other year. However, the administrator and the unit member may mutually agree to an evaluation schedule of at least every five years if all of the following criteria are met:

9.10.1.1 The unit member has been employed by the District for at least ten years.

9.10.1.2 The unit member has completed all requirements for the credential to perform the duties of the assigned position.

9.10.1.3 The unit member's previous evaluation rated the unit member as meeting or exceeding standards.

9.10.1.4 At any time, either the administrator or the unit member may withdraw consent in writing to the five-year evaluation schedule. In the event consent is withdrawn, the evaluation will occur during the following school year. If consent is withdrawn on or before November 1 of the current year, the evaluation will occur during that school year.

9.11 Alternative Evaluation Process

9.11.1 Intent Statement

9.11.1.1 It is the intent of the District and PGTA to implement an alternative evaluation program to inspire creativity in instruction. It may be used by permanent status unit members who have received satisfactory evaluations, with the approval of the site administrator.

9.11.1.2 Unit members volunteering for this process will develop goals in self-chosen options. Following agreement with the administrator, these goals will serve as the basis for evaluation.

9.11.2 Program Objectives offer opportunities for unit member:

9.11.2.1 To accept responsibility for their own professional growth

9.11.2.2 To integrate additional productive teaching techniques into their repertoires

9.11.2.3 To work together in peer coaching situations

9.11.3 Participants

All permanent status unit members with a current satisfactory evaluation will be eligible to participate in the alternative evaluation system. Participation will be voluntary but must have approval of the site administrator. If the site administrator denies participation, the administrator must specify in writing to the affected unit member, the reason for the denial. If the administrator and unit member cannot agree on this decision, the

Superintendent will make the final decision. There will be no limit to the number of participants at each site.

9.11.4 Process

9.11.4.1 Goal setting. The unit member will develop goals as the foundation for their alternative evaluation option. During the goal-setting conference, the site administrator and the unit member will:

- a. Agree on the selection and goals of the alternative evaluation option
- b. Review how the alternative evaluation option will enhance student learning
- c. Develop timelines for completion

9.11.4.2 Alternative Evaluation Options

9.11.4.2.1 Option A. Individual Growth Activities. Individual growth activities are designed to improve the unit member's performance through the use of selected professional growth activities combined with self-analysis techniques. Examples of activities in this category are:

- a. Videotaping classroom lesson for self-analysis
- b. Portfolio assessments
- c. Self-evaluation
- d. Student and parent feedback
- e. Unit member created projects
- f. Research and implementation of learning theory or instructional strategy
- g. Reflective journal

9.11.4.2.2 Option B. Educational Team Growth Activities. These activities are designed to reduce the isolation of the unit member. Examples of Educational Team Growth Activities are:

- 9.11.4.2.2.1 Cognitive coaching
- 9.11.4.2.2.2 Videotaping classroom lessons with a peer reviewer
- 9.11.4.2.2.3 Inter-intra-disciplinary grade level teams
- 9.11.4.2.2.4 Peer classroom visitations
- 9.11.4.2.2.5 Collaborative teaching with presentations to staff
- 9.11.4.2.2.6 Creating unit member team projects
- 9.11.4.2.2.7 Researching and implementing learning theories and/or instructional strategies

9.11.4.3 Program monitoring. The District and PGTA believe the most effective

professional growth occurs through collaboration.

9.11.4.3.1 The unit member and the site administrator will work together in the selection of the options and the development of the specific activities.

9.11.4.3.2 All unit members in the alternative evaluation option will be encouraged to share the progress and results of their individual or team activities with their colleagues. The time and format for this collaboration will be developed at each site.

9.11.4.3.3 The unit member will submit a written alternative plan, including goals. Option timelines will be determined by the unit member(s) and the site administrator.

9.11.4.3.4 If the unit member's participation in the alternative evaluation program is judged by the administrator to detract from the unit member's instructional and professional performance, the unit member may be reassigned by January 15 to the traditional evaluation process. The administrator must specify, in writing to the affected unit member, the reasons for the evaluation reassignment. If the administrator and unit member cannot agree on this change, the Superintendent will make the final decision.

9.11.5 Calendar for Alternative Evaluations shall be as follows

9.11.5.1 By September 1 – The unit member will notify the site administrator of their intent to participate in the alternative evaluation program.

9.11.5.2 By October 1 – The unit member and site administrator will meet to review and refine the initial plan.

9.11.5.3 By October 15 – The unit member will submit their final plan, including option choices and goals by the unit member (conference optional).

9.11.5.4 By February 1 – The unit member will submit a mid-year assessment/progress report submitted to the site administrator (format subject to plan).

9.11.5.5 By February 15 – The unit member and site administrator will conduct a mid-year conference to review progress. Within five working days of the conference, a written response will be completed by the site administrator.

9.11.5.6 By April 15 – The unit member completes a written assessment of their plan and submits the results to the administrator in a conference. No later than 30 calendar days prior to the last scheduled school day, the administrator will provide a brief

narrative evaluation to the unit member. A copy signed by the unit member and administrator will be placed in the personnel file.

9.12 Evaluation Criteria

The following criteria are used to evaluate and assess unit member competency as it relates to the California Standards of the Teaching Profession (CSTP):

9.12.1 The California Standards of the Teaching Profession (CSTP)

- a. Engaging and Supporting All Students in Learning
- b. Creating and Maintaining Effective Environments for Student Learning
- c. Understanding and Organizing Subject Matter for Student Learning
- d. Planning Instruction and Designing Learning Experiences for All Students
- e. Assessing Students for Learning
- f. Developing as a Professional Educator

9.12.2 The Continuum of Teaching Practice (published by the Commission on Teacher Credentialing) will be used as a reference to measure teacher development across the CSTPs.

9.12.3 Definitions. The definitions of the criteria will be those used in the CSTP document published in 2009. The following definitions are intended as guidelines for the unit member and administrator and are not intended to be all inclusive.

9.12.4 Engaging and supporting all students in learning. Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

9.12.5 Creating and maintaining effective environments for student learning. Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards of individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which ALL students can learn. They use instructional time to optimize learning.

- 9.12.6 Understanding and organizing subject matter for student learning. Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curricular frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.
- 9.12.7 Planning instruction and designing learning experiences for all students. Teachers use knowledge of students' academic readiness, language proficiency, cultural background, an individual development plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and untapped instructional plans to meet the assessed learning needs of all students.
- 9.12.8 Assessing students for learning. Teachers applied knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. The review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.
- 9.12.9 Developing as a professional educator. Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

Dated:

Pacific Grove Teachers Association	Date	Pacific Grove Unified School District	Date
DocuSigned by: Margaret A. Rice 92325EBB50744D9...	4/25/2024	DocuSigned by: Josh Jorn 5C92D734B41142C...	4/25/2024
DocuSigned by: [Signature] 5740D55367B34F1...	4/25/2024	DocuSigned by: Linda Adamson 73E990B8F7904E3...	4/25/2024
DocuSigned by: Susan Chavez D485CF0BF7614F6...	4/25/2024	DocuSigned by: Claudia Arellano BDD0B33A5D17416...	4/25/2024
DocuSigned by: Lauren Davis 2F48665D330D4F3...	4/25/2024	DocuSigned by: Lito Garcia A1FF39B76AE84C7...	4/25/2024
DocuSigned by: Lauralea Gaona 072675AB6B584C9...	4/25/2024	DocuSigned by: Louis T Lozano ED24186DE114486...	4/25/2024
DocuSigned by: Sally Richmond A43D37BF06594C1...	4/25/2024	DocuSigned by: Buck Roggeman 5DCCEB0AZE594AE...	4/25/2024

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

☐ Consent
☒ Action/Discussion
☐ Information/Discussion
☐ Public Hearing

SUBJECT: Adoption of Resolution No. 1133 – LGBTQ+ Pride Month (June 2024)

DATE: May 23, 2024

PERSON RESPONSIBLE: Dr. Linda Adamson, Superintendent

RECOMMENDATION:

The Administration recommends that the Board adopt Resolution No. 1133 Proclaiming June 2024 as LGBTQ+ Pride Month.

INFORMATION AND BACKGROUND:

June is a time to celebrate our dynamic Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community, raise awareness of quality services, and foster a dialogue to promote a healthy, safe, and prosperous school climates and communities for all. By recognizing Pride Month, we reaffirm our commitment to support other policies, practices and curricula that honor and respect LGBTQ+ students, staff, their families, and all people in our community including a commitment to research and consider board policy specific to Transgender and Gender Non-Conforming students, and to inspire equity, create alliances, celebrate diversity, and establish safe environments in our schools and communities throughout the county.

FISCAL IMPACT:

None

Pacific Grove Unified School District
Board of Education
Resolution Number 1133

***Recognizing June as Lesbian, Gay, Bisexual,
Transgender, and Queer (LGBTQ+) Pride Month***

WHEREAS, Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month is celebrated each year in the month of June to honor the 1969 Stonewall riots in Manhattan, considered by many as the tipping point for the Gay Liberation Movement in the United States; and

WHEREAS, the purpose of Pride Month is to recognize the influence LGBTQ+ people have had around the world and raise awareness of current issues facing the LGBTQ+ community; and

WHEREAS, following the Stonewall Riots in 1969, the first Pride Parade, also referred to as the “Gay Liberation March” occurred on June 28, 1970 and took place on the streets of New York City; and

WHEREAS, the FAIR Education Act, signed into law on July 14, 2011, went into effect on January 1, 2012, and requires the California history and social studies curriculum to include fair, accurate, inclusive, and respectful references to contributions by members of the LGBTQ+ community; and

WHEREAS, individuals who identify as LGBTQ+ face discrimination simply for being who they are, and in particular LGBTQ+ youth are at increased risk of suicide, homelessness, and becoming victims of bullying and violence; and

WHEREAS, Pacific Grove Unified School District promotes diversity as one of its basic tenets and fosters diversity of students, staff, and curriculum, and PGUSD policies ensure the protection of LGBTQ+ students and staff against harassment, physical violence, or the threat of such; and

WHEREAS, PGUSD recognizes that the most vulnerable members of the LGBTQ+ community are the youth in TK-12 schools and that they need to feel a sense of belonging at every school site; and

WHEREAS, June provides an opportunity for our schools to reflect on the struggles of the LGBTQ+ community in US history and celebrate the LGBTQ+ community; and

NOW, THEREFORE, BE IT RESOLVED, that the Pacific Grove Unified School District Governing Board of Education proclaims June 2024 as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month, encourages all district schools to observe this occasion with appropriate instructional activities, and ask schools to raise their Pride flag in June within PGUSD throughout the month of June to signify support for our Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) community.

PASSED AND ADOPTED by the Board of Education of the Pacific Grove Unified School District this 23rd day of May, 2024 by the following vote:

AYES: NOES: ABSENT:

Brian Swanson, President

Dr. Elliott Hazen, Clerk

Carolyn Swanson, Board Member

Laura Ottmar, Board Member

Jennifer McNary, Board Member

Dr. Linda Adamson, Superintendent

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

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

SUBJECT: Approval of Office of Public School Construction Authorized Representative

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve Board Resolution No. 1132, which is the Office of Public School Construction (OPSC) Authorized Representatives for Pacific Grove Unified School District.

BACKGROUND:

The Office of Public School Construction (OPSC) routinely receives requests to change District Representatives for the purposes of authorizing who may sign and submit official State Allocation Board (SAB) forms.

Authorization of a new District Representative requires an *Eligibility Determination* (Form SAB 50-03) to be submitted with Part I filled out, listing the new District Representatives and their contact information. This information is then input into the OPSC Online database.

In addition to the Form SAB 50-03, a district must enter the date and submit a copy of the school board resolution where the district's local Board of Education authorized the individuals listed on the Form SAB 50-03 to be official District Representatives.

INFORMATION:

PGUSD is asking the Board to authorize the following District Representatives:

1. Linda Adamson, Superintendent
2. Joshua Jorn, Assistant Superintendent
3. Jon Anderson, Director of Facilities and Transportation

FISCAL IMPACT:

None

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD RESOLUTION NO. 1132
NAMING DISTRICT REPRESENTATIVES
OFFICE OF PUBLIC SCHOOL CONSTRUCTION**

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, Pacific Grove Unified School District intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB- Administered Program(s); and

WHEREAS, the SAB and DGS requires a school district's Board of Education to authorize specific individuals to sign and submit information on behalf of a school district; and

WHEREAS, the Pacific Grove Unified School District understands that the signing and submittal of forms on behalf of the school district commits the school district to comply with program requirements.

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Pacific Grove Unified School District Board of Education authorizes the individuals identified below to physically sign all documents and papers or submit documents via OPSC Online that are associated with SAB-Administered Program(s). Any previous authorized District Representatives not listed below are to be removed from the list of District Representatives:

1. Linda Adamson, Superintendent
2. Joshua Jorn, Assistant Superintendent
3. Jon Anderson, Director of Facilities and Transportation

PASSED AND ADOPTED on May 23, 20024 the Pacific Grove Unified School District Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTION:

Date: _____

Brian Swanson Board President Pacific
Grove Unified School District

CERTIFICATION

I, Elliot Hazen certify that the foregoing is a correct copy of Resolution No. 1132 passed and adopted by the Pacific Grove Unified School District on May 23, 2024.

Date: _____

Elliot Hazen, Board Secretary/Clerk

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

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

SUBJECT: Approval of Measure A (Ed-Tech Bond) Education Technology Expenditures

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Matthew Binder, Director of Educational Technology, Louis Algaze, Director of Technology Systems

RECOMMENDATION:

The District Administration recommends that the Board review and approve the current – June/July, 2024 Measure A - Education Technology Bond expenditures.

BACKGROUND:

On November 4, 2014, the voters of the City of Pacific Grove and those of the Pacific Grove Unified School District approved an \$18 million General Obligation Bond to be used for Education Technology. Each property may be charged a maximum of \$17.96 per \$100,000 of assessed valuation over 18 years. Measure A was approved by voters with 59.79% of the vote. Funds from the Measure A Ed-Tech Bond are intended to pay for technology improvements and implementations including:

- Increasing student access to technology to support in-class and at-home learning
- Upgrading instructional hardware and educational software/digital curriculum
- Supporting the implementation of a multiyear, district-wide educational technology plan
- Improving classroom and campus security systems and safety
- Implementing data and content management systems to improve student achievement progress monitoring, program evaluation, and other district operations

Bond funds are released in six separate series, approximately \$2 million every three years, over a period of 18 years. The first issuance, Series A, was released in the 2014-15 fiscal year. The district is currently operating under the fourth series of Measure A funding – Series D. As the assessed valuations of the properties within the district's attendance boundary increase or decreases, the maximum allowable funding for each series also increases or decreases.

INFORMATION:

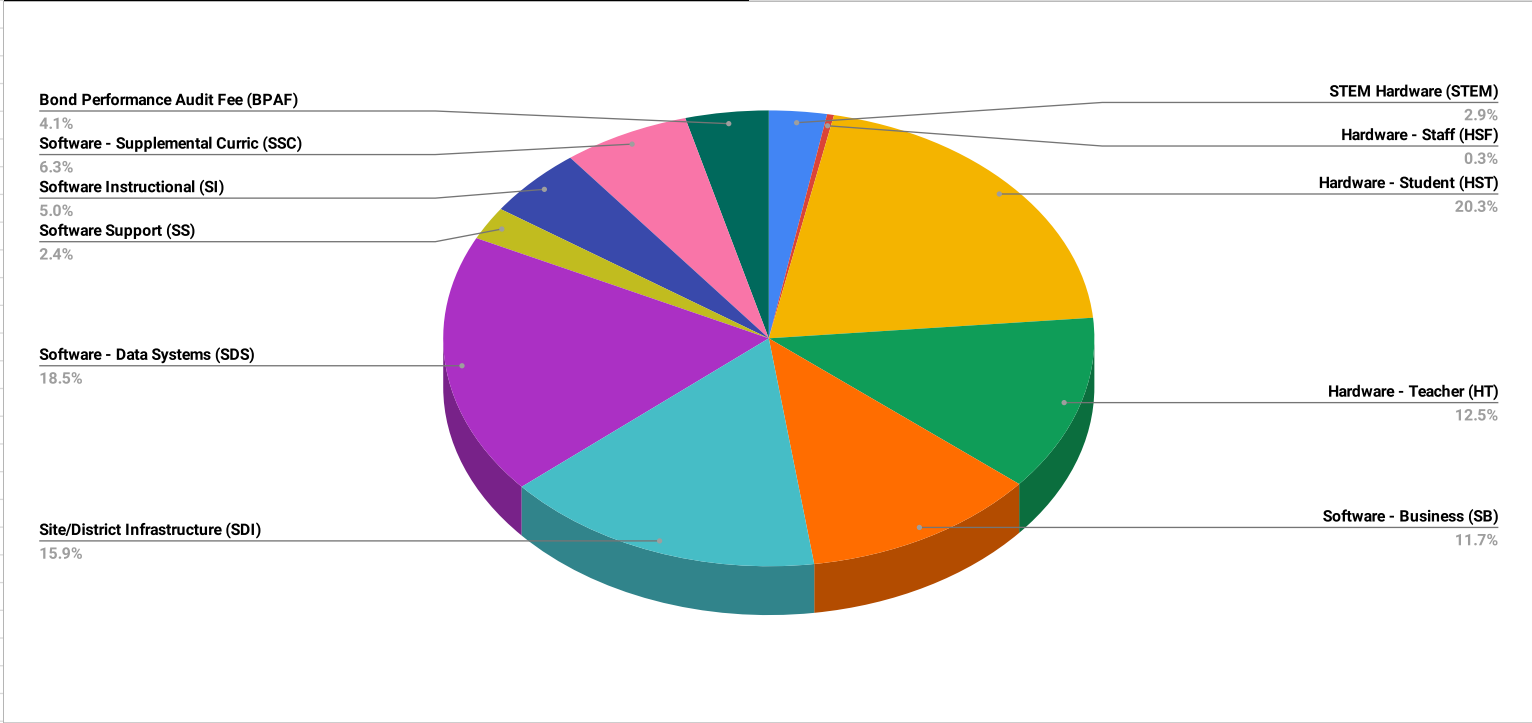
Please see the attached spreadsheets – Finalized list of Measure A expenditures, as well as Categorical Distributions. Prices are estimated and may vary due to adjustments in shipping costs, product availability, and vendor pricing.

FISCAL IMPACT:

\$348,513 of technology hardware, software, services, and support to be purchased using Fund 21 (Ed Tech Bond/Measure A) from the Series D issuance.

Measure A Ed-Tech Bond June/July 2024										
Line #	Category	Item	Tech Type	Vendor	Site(s)	Tech Plan Connection	Quantity	Cost Per Unit	Est. Cost Incl. Tax; S/H	
1	STEM Hardware (STEM)	Glowforge Laser Cutter	Classroom Hardware	Glowforge	PGMS	1a	1		\$10,000.00	
2	Software - Supplemental Curriculum (SSC)	Typing.com Subscription K-6 Keyboarding Curriculum (renewal)	Instructional Software	Typing.com	FG, RD, PGMS	1e	>>>>>>	>>>>>>	\$2,486.00	
3	Software - Supplemental Curriculum (SSC)	SmartSocial Renewal (annual)	Instructional Software	SmartSocial.com	District (All)	1i, 1j	>>>>>>	>>>>>>	\$5,500	
4	Software - Supplemental Curriculum (SSC)	Edmentum + Ed Options (renewal)	Instructional Software	Edmentum	CHS, PGHS	1f	>>>>>>	>>>>>>	\$14,000.00	
5	Software Support (SS)	USA North 811 Service	Tech Infrastructure Services/Maint	USA North	District (All)	3c	>>>>>>	>>>>>>	\$300.00	
6	Software Support (SS)	Amplified IT Google Workspace for Education Plus (renewal)	Business Software	CDW	District (All)	3c	>>>>>>	>>>>>>	\$7,200.00	
7	Software Support (SS)	Edupoint CCGI File Customization	Software Support	Edupoint	PGHS	3c	>>>>>>	>>>>>>	\$700	
8	Software - Instructional (SI)	Screencastify Pro (renewal)	Instructional Software	Screencastify LLC	District (all)	1c	>>>>>>	>>>>>>	\$4,800.00	
9	Software - Instructional (SI)	EdPuzzle - Interactive Instructional Video Content Management (renewal)	Instructional Software	EdPuzzle	District (All)	1e	>>>>>>	>>>>>>	\$3,060.00	
	Software - Instructional (SI)	Marco Learning K-8 3X Classroom Writing/Grading System	Instructional Software	Marco Learning	PGMS	1e	>>>>>>	>>>>>>	\$6,552.00	
10	Software - Instructional (SI)	ReadWrite Unlimited TextHelp (renewal)	Instructional Software	Texthelp	District (All)	1e	>>>>>>	>>>>>>	\$2,880.00	
11	Software - Data Systems (SDS)	Synergy SIS, Assessments, Analytics (renewal)	Data, Communication, Content Management Software	Edupoint	District (all)	3b	>>>>>>	>>>>>>	\$45,000.00	
12	Software - Data Systems (SDS)	Catapult K12 - CMS, Connect (renewal)	Data, Communication, Content Management Software	Catapult-K12	District (all)	3g	>>>>>>	>>>>>>	\$16,000.00	
13	Software - Data Systems (SDS)	JAMF Apple Management Console (renewal)	Data, Communication, Content Management Software	JAMF	District (All)	3a, 3b	>>>>>>	>>>>>>	\$3,300.00	
14	Software - Data Systems (SDS)	Bitwarden Password Manager - (renewal)	Business Software	Bitwarden	District (All)	2b	>>>>>>	>>>>>>	\$288.00	
15	Site/District Infrastructure (SDI)	MCOE Firewall Contract 2023-2024 (renewal)	Tech Infrastructure Services/Maint	MCOE	District (All)	2b	>>>>>>	>>>>>>	\$7,668.00	
16	Site/District Infrastructure (SDI)	ISP MCOE (renewal)	Tech Infrastructure Services/Maint	MCOE	District (All)	2b, 3b	>>>>>>	>>>>>>	\$18,000.00	
16	Site/District Infrastructure (SDI)	Next Generation Anti-virus CISecurity.org (staff devices)	Business Software	Center for Internet Security	District (All)	2b	>>>>>>	>>>>>>	\$19,800.00	
17	Site/District Infrastructure (SDI)	GridAssure Camera Maintenance	Tech Infrastructure Services/Maint	Surveillance Grid	District (All)	2c	>>>>>>	>>>>>>	\$10,085.00	
18	Software - Business (SB)	Frevvo Doc Share	Business Software	Frevvo Inc.	District (all)	1d, 3b	>>>>>>	>>>>>>	\$11,000.00	
19	Software - Business (SB)	Adobe Creative Suite Licenses (renewal)	Business Software	Dell	District (All)	3b	>>>>>>	>>>>>>	\$2,475.00	
20	Software - Business (SB)	Softchoice Microsoft Licenses (renewal)	Business Software	Softchoice	District (All)	3b	>>>>>>	>>>>>>	\$16,709.00	
21	Software - Business (SB)	Zoom (renewal)	Business Software	Zoom	District (All)	3b	>>>>>>	>>>>>>	\$5,100.00	
22	Software - Business (SB)	Kami Doc/PDF Management App (renewal)	Instructional Software	Notable, Inc	District (All)	1d, 3b	>>>>>>	>>>>>>	\$4,860.00	
23	Software - Business (SB)	SMTPToGo (renewal)	Business Software	SMTP2Go	District (All)	2b	>>>>>>	>>>>>>	\$750.00	
24	Hardware - Teacher (HT)	Teacher Chromebooks (device upgrade)	Teacher Hardware	Dell	District (All)	3b	18	\$11,110	\$20,000.00	
25	Hardware - Teacher (HT)	Newline Interactive Panels + Installation Services	Classroom Hardware	2ndGear	PGMS, FG, HS	2d	6	\$3,780	\$22,700.00	
26	Hardware - Teacher (HT)	Soundbars for Newline Q-Series Panels	Classroom Hardware	Amazon	District (all)	2d	6	\$133	\$800.00	
27	Hardware - Student (HST)	Dell Chromebook Fleet Replacement (Final payment 5 of 5)	Classroom Hardware	Dell	District (all)	2d	>>>>>>	>>>>>>	\$62,000.00	
28	Hardware - Student (HST)	Texas Instruments Graphing Calculators w/ charging Stations (math, science)	Classroom Hardware	Amazon, EAI Education	CHS, PGHS	2d	188	\$47	\$8,900	
29	Hardware - Staff (HSF)	Staff Laptop - Superintendent Exec Assistant	Staff Hardware	Dell	DO	3b	1	\$1,200	\$1,200	
30	Bond Performance Audit Fee (BPAF)	Dale Scott - Bond Performance Audit Fee (BPAF) - Annual	Services	N/A	District (all)	n/a	>>>>>>	>>>>>>	\$14,400.00	
									Total	\$348,513

Distribution by Category	
STEM Hardware (STEM)	\$10,000
Hardware - Staff (HSF)	\$1,200
Hardware - Student (HST)	\$70,900
Hardware - Teacher (HT)	\$43,500
Software - Business (SB)	\$40,894
Site/District Infrastructure (SDI)	\$55,553
Software - Data Systems (SDS)	\$64,588
Software Support (SS)	\$8,200
Software Instructional (SI)	\$17,292
Software - Supplemental Curric (SSC)	\$21,986
Bond Performance Audit Fee (BPAF)	\$14,400
Total	\$348,513



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

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

SUBJECT: Measure D & A Citizens Oversight Committee

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Jon Anderson, Director of Maintenance, Operations, and Transportation

RECOMMENDATION:

The District Administration recommends that the Board review and add one additional member to the Citizen Oversight Committee.

BACKGROUND:

The Board approved 6 members to the Citizens Bond Oversight Committee at the April 4th Board meeting. However, the Board expressed it would be advantageous to locate a committee member that would fulfill the requirement for a member active in a taxpayer's association.

INFORMATION:

Please review one new candidate's application which will fulfill the requirement of a member who is an active member of a taxpayer association.

FISCAL IMPACT:

None.

BOND OVERSIGHT COMMITTEE SELECTION CRITERIA:

Because Measure D was processed as a 55% vote election, the District must comply with the provisions of Ed Code 15278 required by Proposition 39. These provisions require that the Board appoint an oversight committee composed of a minimum seven (7) members, with membership from each of the following categories:

- 1 One (1) member active in a business organization located in the District.
- 2 One (1) member active in a senior citizen's organization.
- 3 One (1) member active in a taxpayer's association.
- 4 One (1) member shall be a parent or guardian of a student enrolled in the District.
- 5 One (1) member shall be both a parent or guardian of a student enrolled in the District and active in PTA/SSC.
- 6 Two (2) members of the community at large.

Duties:

1. The Committee shall inform the public concerning the District's expenditures of bond proceeds.
2. The Committee may review quarterly expenditure reports produced by the District to ensure that (a) bond proceeds are expended only for the purposes set forth in the ballot measure; (b) no bond proceeds are used for any teacher or administrative salaries or other operating expenses.
3. The Committee shall present to the Board, in public session, an annual written report which shall include the following:
 - 3.1 a statement whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution; and
 - 3.2 (b) a summary of the Committee's proceedings and activities for the preceding year.

Activity:

Receive and review copies of the District's annual independent performance audit and annual independent financial audit, required by Article XIII A of the California Constitution.

Pacific Grove Unified School District

Application for Bond Oversight Committee

The Pacific Grove Unified School District is establishing a Citizens' Bond Oversight Committee to monitor activities associated with Measure A & D, General Obligation Bonds.

Applicant's Name: TRAVIS H. LONG

Home address: [REDACTED]

City/State/ZIP: [REDACTED]

Home Telephone: [REDACTED]

Work Telephone: [REDACTED]

Fax: [REDACTED]

Email: [REDACTED]

Proposition 39 requires that the Committee have at least seven members, with one member representing each of five categories. Please check all that apply to you.

1. ☒ I am active in a business organization representing the business community located within the Pacific Grove Unified School District – Please specify:

[REDACTED] PUBLIC ACCOUNTANT

2. ☐ I am active in a senior citizen's organization – please specify:

PACIFIC GROVE, CA 93950

3. ☒ I am a parent or guardian of a child enrolled in the Pacific Grove Unified School District.

4. ☒ I am active in a parent-teacher organization and a parent or guardian of a child enrolled in Pacific Grove Unified School District – please specify:

I AM A PTA MEMBER, BUT I DON'T ACTUALLY HOLD A POSITION.

5. ☐ I am active in a bona fide taxpayer's organization. Please specify:

6. ☐ I am not applying to meet one of the foregoing criteria; I am applying as a citizen at large.

Please answer the following questions:

1. Are you an employee of the Pacific Grove Unified School District?
(Note: employees of the District are prohibited by law from being members of the Committee) YES ☒ NO
2. Are you a vender, contractor or consultant to the Pacific Grove Unified School District?
(Note: vendors, contractors and consultants to the District are prohibited by law from serving on the Committee) YES ☒ NO
3. Are you able to regularly attend meetings and complete a two-year term as a member of the Committee and refrain from becoming an employee, vendor, contractor or consultant to the Pacific Grove Unified School District?
BUT I CAN'T MAKE A MEETING IN MARCH 8-APRIL 15 TIME FRAME. YES ☒ NO
4. Will you, to the best of your knowledge, be able to maintain qualification in the membership category previously checked? YES ☒ NO

Please provide any information that you believe would be helpful to the District in making its determination of Committee membership (for example, educational or professional background, knowledge of financial matters or construction, service on other boards or committees, or any other relevant information):

SEE ATTACHED

Signature of Applicant: J. A. L.

Dated: 5/1/2024

This completed application must be received no later than **5:00 PM on March 22, 2024** to:

Joshua Jorn, Assistant Superintendent
Pacific Grove Unified School District
435 Hillcrest Avenue, Pacific Grove, CA 93950

OR

A scanned copy can be sent via email to josh.jorn@pgusd.org

Bio

Travis H. Long, CPA

Travis H. Long is a Certified Public Accountant licensed by the California Board of Accountancy, and is a member of the California Society of Certified Public Accountants. He is the founder of Travis H. Long, CPA, Inc. a California Accountancy Corporation located in beautiful Pacific Grove, CA. Travis has been in public accounting since 2004. Prior to that he worked in several industries in the public and private sectors including telecommunications, G.I.S. software development, and real estate and construction.

Travis' public accounting experience is diverse, encompassing audit, taxation, consulting, and accounting. In years past, he was the in-charge auditor on a number of financial statement audits and reviews including governmental special districts, nonprofit organizations and for-profit companies with annual revenues ranging from several hundred thousand dollars to \$30 million. He has handled all types of taxation including individual, fiduciary, estate, gift, partnership, corporate, and exempt entities. His consulting engagements have included areas such as short-sale and foreclosure planning, financial planning, business planning, entity selection and formation, business valuations, lease-purchase decisions, etc. A number of years ago Travis worked with the executive director of a newly established integrated auxiliary of a 501(c)(3) organization to set up the accounting systems and policies to manage a \$35 million bequest. He has also provided general ledger accounting for all types of entities as well as trust and probate accountings.

In recent years, Travis has worked primarily with individual, trust, and estate clients, as well as professional practices and other small businesses. He is generally looking to develop long-term relationships with clients and takes a holistic approach to help clients navigate the waters of tax, and make sure they are also thinking about retirement, estate planning, insurance, education funding, etc. He encourages clients to call throughout the year in order to provide an independent point of view and act as a sounding board for any financial related issues. He feels this holistic approach and open dialogue is immensely valuable to long-term financial health.

Travis graduated first in his class from Principia College in Elsah, Illinois, majoring in Business Administration and Mass Communication. He intermittently pursued graduate studies in accounting and taxation through Golden Gate University from 2004-2007. Travis wrote a tax column for the Cedar Street Times and Pacific Grove Hometown Bulletin for five years. He continues to sharpen his skills through a plethora of continuing education courses each year.

Travis is an active member in his community and church: He is the Treasurer at First Church of Christ, Scientist, Carmel, where he also teaches Sunday School, and is a past-president of the organization. He is currently serving on the PGUSD Measure A Technology Bond Citizens Oversight Committee and is on the board of the local chapter of his college alumni outreach group. He is a member of the Rotary Club of Pacific Grove where he has served on the board, including a term as President during 2019 and 2020. He is currently serving on the board of directors for the Pacific Grove Rotary Legacy Foundation – the charitable giving vehicle related to the Rotary Club of Pacific Grove. In June of 2020, Travis retired from the Board of Directors at Meals on Wheels of the Monterey Peninsula where he served for over 10 years including two years as President and a number of years as Treasurer. In years past, Travis served as an ambassador with the Pacific Grove Chamber of Commerce, provided assistance to the PG Music Boosters, and volunteered to coach youth soccer at the YMCA. Several of these activities followed his own passions for music via singing and piano, as well as soccer, having played all throughout his youth and through college. Other personal endeavors over the years have included tennis and woodworking.

Travis's wife, Joy, holds a Masters in Landscape Architecture from the University of Georgia. She has a Certificate in Sustainable Development and is a LEED Accredited Professional. Joy works as a Landscape Architect and has her own practice - Golden Land Studio, focusing on residential design. Prior to that she

worked for 16 years with BFS Landscape Architects, Inc. working on large scale projects including hotels, parks, large residences, and master planning. Joy also serves as the Chief Executive Officer of our residence!

Travis and Joy were married in 1999. Their two children are students in the Pacific Grove Unified School District – one at Forest Grove Elementary and the other at Pacific Grove Middle School. Their son, Elijah Bennett, is an entrepreneurial and energetic burgeoning balloon artist, chemist, candle maker, and gamer. He was conveniently born during the last few weeks of tax season in 2012..."the baby is coming NOW?!" He was followed by a partner-in-crime, Claire Elise, gymnast-extraordinaire, a couple years later. In 2022 Claire placed first on bars in the State of California, second in the western states region, and fourth in the western states all-around for her age/level. In 2023 she was a state champion again, this time on the vault, and went on to compete in regionals and nationals. Prior to Elijah and Claire, Travis and Joy survived a five-year conversion of a commercial building into a home, performing nearly all of the work themselves on nights, weekends, and holidays. Shortly after Elijah became mobile, however, they realized the necessity of selling their blood, sweat, and tears in order to buy a house with a yard for a growing family!

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

SUBJECT: Approval of EHA/MGT Facility Needs Assessment Agreement

DATE: May 23, 2024

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

RECOMMENDATION:

District Administration recommends the Board review and approve the EHA/MGT Facility Needs Assessment Agreement as included in your packet.

BACKGROUND:

The District Administration has been working to develop an actionable plan that will establish a Facility Needs Assessment and a Facilities Master Plan for the Measure D Bond Projects.

The District performed a request for proposals and request for qualifications that yielded three potential consultants for consideration. The review took place by District staff and the selection was determined by the criteria as noted in the attached ***Exhibit A***.

INFORMATION:

The District has selected for a consultant under the professional services agreement provisions afforded to an LEA under Government Code section 53060 and Public Contracts Code section 20111(d).

The District is recommending that the Pacific Grove Board of Education award the professional services agreement as attached to Eric Hall and Associates/EGT for the 2024-25 Facilities Needs Assessment.

FISCAL IMPACT:

Fund 40, \$69,104

PGUSD RFP/RFQ Review 2024

District Rank	Name of Company	Years of Experience	Comparable Districts	Certificate of Insurance	Timeline for Deliverable	Scope Covered	Cost Estimate
1	Eric Hall and Associates/MGT	50 years	50+ clients in the US, 20 Districts in the State of CA, None in Monterey County	On File	1. 3 months from contract execution 2. Timeline breakdown by scope included in proposal	1. Ed review of program priorities 2. Data collection and analysis 3. Sustainability assessments 4. Prioritization of projects 5. Facility Needs Assessment Report	\$69,104
2	Bureau Veritas (BVTA)	30 years	50+ clients in the state of CA, 2 Monterey County including City of Pacific Grove	On File	1. 3 months from contract execution 2. Timeline breakdown by scope included in proposal	1. Program Management 2. Facility Site Assessment 3. Reporting	\$41,033.90
3	Derive Castellanos Architects (DCA)	44 years	50+ clients in the state of CA, 3 Monterey County LEA's	On File	1. 3 months from contract execution	1. Facility Assessment for all 6 school sites 2. Engineers Cost Estimates 3. Programming meetings 4. Prioritization of projects 5. Facility Needs Assessment Report and 5-year deferred maintenance plan	\$85,540

PGUSD RFP/RFQ Review 2024**Notes from review:**

EHA/MGT is the leading professional services contract based on the criteria reviewed. They have a vast amount of experience in specifically Needs Assessments and Facility Master Plans, and their timeline and scope of work breakdown was far superior to any of the other respondents. EHA/MGT were second least responsive in the area of price, but staff feels the amount of specific information provided by them in the area of their proposed work plan on page 23-27 made them rise to the top as the entity PGUSD would like to contract with.

Staff will reach out for a formal contract to be brought to the Board on May 23rd for approval.

Staff will send letters to the other two respondents notifying them of non-award.

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

CONSULTANT EHA/MGT

SITE/DEPARTMENT Business Services

SUBMITTED BY Joshua Jorn

FUNDING SOURCE Fund 40

AGREEMENT TOTAL AMOUNT \$69,104

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and **EHA/MGT** ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as a **Professional Services consultant for Facility Needs Assessment**. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: **See Exhibit A.**
2. **Term.** Consultant shall commence providing services under this Agreement on **5/24/2024**, and will diligently perform as required and complete performance by **6/30/2025**.
3. **Compensation.** District agrees to pay **\$69,104** to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed **\$69,104** during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
 - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
 - 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
 - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. Material violation of this Agreement by the Consultant; or
 - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District**Consultant**

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

Name: EHA/MGT
 Address: 4320 Kennedy Blvd, STE 200
 City/State/Zip: Tampa, Florida, 33609
 Business Phone: 888-302-0899
 Email (Optional): cgriego@mgtconsulting.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - ☐ DOJ Clearance Previously Received by District
 - ☐ Fingerprinting done by the organization independently (declare under perjury)-
Consultant's Employee(s)
 - ☒ No direct contact or interaction with students

23. **W-9.** Consultant has provided a completed:

☒ W-9 Form

24. **Type of Business Entity:**

☐ Corporation, State

☐ Individual

☐ Partnership

☒ Limited Liability Company

☐ Sole Proprietorship

☐ Limited Partnership

☐ Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed **AFTER** Board approval)

Signature: _____

Name: Joshua Jorn

Title: Assistant Superintendent, CBO

Date: _____

Consultant

(Can sign **BEFORE** Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed **AFTER** Board approval)

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

Signature _____ Date _____

Director of Human Resources

J. Proposed Timeline & Fees

MGT proposes to complete all the work outlined in the preceding sections for **\$69,104**. The table below outlines the fees by task as described in our work plan. This is an all-inclusive fee, including both professional fees and all reimbursable expenses, and is billed monthly by percent task complete. We have also included our hourly rates.

Milestones and Tasks		Professional Hours	Cost per Task(\$)
1.0	Project Initiation	12	2,668
2.0	Educational Review & Programmatic Priorities	32	6,624
3.0	School District Data Collection & Analysis	40	6,952
4.0	Facility & Educational Suitability Assessments	144	33,172
5.0	Prioritization of Planned Projects	40	8,096
6.0	Facilities Needs Assessment Draft & Final Reports	56	11,592
GRAND TOTAL, Hours and Fees		324	\$69,104

Hourly Rates

Vice President	Director	Manager	Associate	Analyst
\$250 - \$275	\$240 - 250	\$210 - \$230	\$180 - \$200	\$160-170

Proposed Timeline

WORK PLAN TASKS	MONTH											
	1				2				3			
	1	2	3	4	1	2	3	4	1	2	3	4
1.0 Project Initiation												
2.0 Educational Review & Programmatic Priorities												
3.0 School District Data Collection & Analysis												
4.0 Facility & Educational Suitability Assessments												
5.0 Prioritization of Planned Projects												
6.0 Facilities Needs Assessment Draft & Final Reports												

The above proposed timeline and fees reflect the workplan below:

Work Plan

Task 1.0: PROJECT INITIATION

Activities:

- 1.1 Schedule project initiation virtual meetings with the District's Project Team.
- 1.2 Review key project objectives, expectations, communication protocols, and reporting requirements.
- 1.3 Discuss timing of project data collection and key participants' input activities relative to the District's events/schedules, and roles/responsibilities of the Project Manager and MGT team.
- 1.4 Collect and review initial institutional data, recent survey data, prior reports, plans, and other source documents pertinent to the study and the target region. (MGT will submit a data request for source documents that are not already available on the District's website.)
- 1.5 Finalize specific conditions, responsibilities, and time frames for on-site visits and project tasks.

J. PROPOSED TIMELINE & FEES

- 1.6 Adjust work plan and corresponding timelines (if necessary) and submit for final approval.
- 1.7 Manage project with District's Project Team to ensure communication and quality control.
- 1.8 Work with District Project Team to designate a single client-side point of contact and establish understanding of contextual constraints and opportunities.

Deliverables:

- ◆ Project kick off virtual meeting
- ◆ Final Work Plan and Schedule
- ◆ Regular communication and updates
- ◆ Deliverable quality control

Task 2.0: EDUCATIONAL REVIEW & PROGRAMMATIC PRIORITIES

Activities:

- 2.1 Review current program information including school curriculum guides, department plans, facility plans, technology plans as needed, state guidelines, future program planning, etc.
- 2.2 Schedule virtual meetings with appropriate staff to review mission, goals, objectives, and programmatic priorities and their impact on:
 - 21st Century Educational Facilities
 - Organization of grade levels
 - Utilization of facilities
- 2.3 Schedule virtual meetings with appropriate staff to review the District's educational program priorities and their impact on facilities. Program priorities could include:
 - Basic programs
 - Programs to assist disadvantaged students
 - Instructional and information technology systems
 - Accommodation of social distancing or other flexible space needs as requested.
- 2.4 Meet with the District's Information Technology (IT) staff as required and review District's standards for IT infrastructure in schools. Develop basic IT guide for conducting Technology Readiness assessment.
- 2.5 Review existing inventory and planning information for use in determining appropriate categories of facilities.
- 2.6 Use existing data to populate building and room inventory database. Room inventory to include:
 - The current use for each building space
 - Educational room count by space-use category
- 2.7 Meet with District staff to identify scoring criteria for facility condition index (FCI) and evaluation /analysis methodology.

Deliverables:

- ◆ Guidelines for Educational Adequacy and Technology Readiness, included as part of the Educational Suitability Guide
- ◆ Guidelines for Condition and Site Assessment

Task 3.0: SCHOOL DISTRICT DATA COLLECTION & ANALYSIS

Activities:

- 3.1 Gather the District's information, including:
 - Facility site plans
 - Existing systems inventories and/or any relevant maintenance data and information.
 - Current school capacities and any relevant data, including enrollment data.
 - Any plans, specifications, construction documents or other information related to recently completed maintenance projects
 - Planned new school construction, additions, and renovations to existing facilities

- Grade level configurations
- Program participation, including specialty and magnet programs
- Community use of facilities
- 3.2 Compile data into tables, charts, and graphs to identify themes that emerge from the data.
- 3.3 Identify District-owned/leased property and facilities not related to the District’s core educational mission.
- 3.4 Determine appropriate space-use categories to be included in the inventory and review with the District’s staff.
- 3.5 Review existing facility condition data, as available, including inventory information:
 - Determine the current number and use of buildings and sites
 - Determine the current use for each building space
 - Inventory of current site usage including parking spaces, playgrounds, fields, etc.
 - Educational room count by space-use categories as reviewed and updated
- 3.6 Review any existing Facilities Deferred Maintenance Assessment, current appraisals, real estate market analysis, building blueprints, and other construction documents, as needed.
- 3.7 Prepare inventory database of all District facilities to review and revise for current school year.

Deliverable:

- ♦ Inventory of current buildings and sites, including programs, relevant systems , and locations.

Task 4.0: FACILITIES & EDUCATIONAL SUITABILITY ASSESSMENTS

Activities:

- 4.1 Develop the assessment review schedules in coordination with the District so that there are no dates conflicting with any schedules.
- 4.2 Disseminate scope of the project and define school administrators and facility managers roles during the site visits.
- 4.3 Finalize assessment schedule and procedures. The facility assessments review may include:
 - Site condition – pavement, drainage, landscaping, athletic facilities, site improvements:
 - Building Condition
 - Exterior Systems: Roofs, walls, window systems, doors
 - Interior Construction: Walls, doors, flooring, classroom casework
 - Interior Finishes: Flooring, ceiling, wall finishes
 - Health/Fire/Life Safety systems
 - Americans with Disabilities Act (ADA) Compliance
 - Heating, Ventilation, and Air Conditioning (HVAC)
 - Plumbing
 - Electrical Service and Distribution
 - Fire Suppression
 - Educational Adequacy:
 - Learning Environment & Architecture
 - Safety and Security
 - 21st Century School Facilities
 - Technology Readiness
 - Site Mapping, in coordination with site conditions
- 4.4 Conduct assessment evaluations with established scoring criteria to:
 - Review the physical condition of each facility and all support service buildings
 - Review the educational adequacy of each school
 - Review the technology readiness of each school and support buildings
 - Review the condition of the site and any site features

4.5 Present draft assessment reports and review virtually with the District's Project Team.

Deliverables:

- ◆ Facility condition reports for each building and site
- ◆ Educational adequacy and technology readiness reports for each school
- ◆ School building maps based on current school layout
- ◆ Space usage counts

Task 5.0: PRIORITIZATION OF PLANNED PROJECTS

Activities:

- 5.1 Meet with appropriate staff and review the ranking system MGT has used in previous master planning projects. Ranking system can include factors such as:
 - Equity
 - Building condition
 - Site size, location, and functionality (including owned/leased properties)
 - Educational suitability
 - Programmatic needs
 - Technology infrastructure
 - Capacity/utilization
 - Historical preservation significance
 - Class/school size
- 5.2 Adjust MGT's ranking system to meet the needs of the District.
- 5.3 Finalize standards for ranking system.
- 5.4 Review financial resources expected to be available for meeting capital needs.
- 5.5 Review and explore options for facilities, to include:
 - Renovation or additions to existing facilities
 - New facility construction
 - New site/facility acquisition
 - Identification of sites for sale, trade, maintenance, and disposal (closed by the District, remaining empty/unstaffed)
- 5.6 Develop scenarios to address multiple needs based on priorities identified, including short- and long-term needs. MGT will consult with the California Department of Education (DOE) to ensure each scenario aligns with State facility guidelines and funding requirements. The scenarios shall address Board of Education-wide issues such as capacity and future enrollments, and individual school needs including:
 - Program equity
 - Capacity and utilization
 - Projected enrollment
 - Facility condition and suitability
 - Attendance zone
 - Safety and security
 - Expanded community partnerships to fulfill the Board of Education's facility needs
 - Sustainability and energy conservation
- 5.7 Interview and catalog wants, needs, and desires of District staff for projects (programming) beyond the immediate deferred maintenance and preventative maintenance needs of the District.
- 5.8 Develop priority recommendations for project and scope implementation.
- 5.9 Develop budget for each scenario.

Deliverables:

- ◆ Standards for ranking or prioritizing facility needs, to be included in the final report

- ◆ Initial scenarios and budgets

Task 6.0: FACILITY NEEDS ASSESSMENT DRAFT AND FINAL REPORTS

Activities:

- 6.1 Present scenarios, key options, and alternatives to the District key participants for review and identify preferred recommendations.
- 6.2 Update list of priorities and provide recommendations for a five-year deferred maintenance plan.
- 6.3 Prepare a draft report of the study with methodology, findings, and supporting data identifying demographic trends and projections, facility and equitable space use recommendations, as well as preferred options scenario recommendations. Include appropriate charts, tables, and graphs of data to illustrate and explain the analysis and conclusions drawn therefrom.
- 6.4 Following review of the draft report by District officials, make revisions and edits as appropriate and deemed necessary. Incorporate into Final Report.
- 6.5 Submit Final Facility Needs Assessment to the District, and the Board of Education, if required.

Deliverables:

- ◆ Draft Master Facilities Plan
- ◆ Draft presentation
- ◆ Final Facilities Needs Assessment, one hardcopy and one PDF
- ◆ Final presentation

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

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

SUBJECT: Contract for Services with Varajic Consulting LLC

DATE: May 23, 2024

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

RECOMMENDATION:

The District Administration recommends that the Board approve the Contract for Services between the Pacific Grove Unified School District and Varajic Consulting LLC.

BACKGROUND:

Consultant shall serve as an Summer Adventure Camp Coordinator and Teacher and use their specialized experience and skills to organize a STEM Robotics summer program.

INFORMATION:

The consultant will support the Adventure Summer Camp Program planning, and execution, following the PGUSD Summer 2024 programming. This will include: curriculum development and related training design support prior to in-person training, especially in specialty robotics and STEM areas, active participation in set up of camps on July 12th.

The consultant will serve as lead facilitator of one class-size cohort of students at an PGUSD at PGMS Flex Lab or Robert Down Elementary School or other site (as assigned by PGUSD) in the Adventure Camp summer program which focuses on robotics, STEAM, and design thinking (~8hrs per day [~9:00am - 4pm] for 11 days).

FISCAL IMPACT:

\$12,000.00 to be paid from ELOP Resource 2600

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

CONSULTANT Varajic Consulting, LLC

SITE/DEPARTMENT Curriculum and Instruction, Elementary and Middle School Sites

SUBMITTED BY Joshua Jorn

FUNDING SOURCE ELOP Resource 2600

AGREEMENT TOTAL AMOUNT \$12,000

The District employee providing the attached Independent Consultant Agreement to the person or entity who will be providing special services to the District should first do the following:

1. Provide only the Pacific Grove Unified School District's approved Independent Consultant Agreement. The Independent Consultant Agreement should be completed in lieu of signing any vendor contract for services.
2. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly.
3. Review the forms under Section 20 and determine which of those documents should be attached to the agreement.

This Independent Consultant Agreement for Special Services ("Agreement") is made between the Pacific Grove Unified School District ("District") and **Varajic Consulting, LLC** ("Consultant") (together, "Parties").

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, transportation, administrative matters or other specialized services, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Consultant is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;
NOW, THEREFORE, the Parties agree as follows:

1. **Services and/Scope of work.** The Consultant shall furnish to the District the following services herein by this reference ("Services" or "Work"): Consultant shall serve as an **Summer Adventure Camp Coordinator and Teacher**. Consultant shall use their specialized experience and skills to organize, maintain to serve in this capacity. Services shall include but not be limited to: **Robotics, and STEM**.
2. **Term.** Consultant shall commence providing services under this Agreement on May 17, 2024, and will diligently perform as required and complete performance by July 26, 2024
3. **Compensation.** District agrees to pay a lump sum of \$12,000 to Consultant for Services satisfactorily rendered pursuant to this Agreement. This is not to exceed \$12,000 during the term of this Agreement. District shall pay Consultant according to the following terms and conditions:

- 3.1. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Consultant submits an invoice to the District for Services actually completed.
4. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Services for District.
5. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an Independent Consultant. Consultant understands and agrees that he/she shall not be considered an officer, employee, agent, partner, or joint venture of the District, and is not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, Social Security and income taxes with respect to Consultant. In the performance of the Services herein contemplated, Consultant is an independent Consultant or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.
6. **Performance of Services.**
 - 6.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. Consultant's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
 - 6.2. **District Approval.** The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
 - 6.3. **Licenses.** Consultant's represents that s/he possesses all required licenses to perform the Services provided in this Agreement.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Consultant.** Consultant may, upon thirty (30) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. Material violation of this Agreement by the Consultant; or
 - 7.3.2. Any act by Consultant exposing the District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District

exceeds the cost of providing the services pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

8. **Compliance.** Consultant shall, at all times while providing the Services, comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies, and requirements, as well as all state executive orders and all public health orders regarding student health and safety, including but not limited to, policies and procedures related to social distancing, the use of personal protective equipment ("PPE") such as face coverings and gloves, and the sanitization of facilities to help prevent the spread of COVID-19 and other contagious diseases.
9. **District's Evaluation of Consultant.** The District may evaluate the Consultant's performance. In no event shall an evaluation of Consultant be considered a prerequisite to the District exercising its rights under paragraph 7 above.
10. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable to Consultant, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
11. **Indemnity.** Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees (collectively, the "Consultant Parties") in the performance of or failure to perform Consultant's or Consultant Parties' obligations under this Agreement, including, but not limited to Consultant's or Consultant Parties' use of District sites, performance of the Services, breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Consultant or Consultant Parties under the California Fair Employment and Housing Act ("FEHA").
12. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or Sub-consultant(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
13. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

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

Consultant

Name: Varajic Consulting, LLC
 Address: 2984 Bird Rock Rd
 City/State/Zip: Pebble Beach, CA, 93953
 Business Phone: N/A
 Email (Optional): sandravarajic@gmail.com

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Monterey County, California.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
20. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
21. **Non-Assignability.** Consultant may not, without the written permission of the District, use other consultants within Consultant's own firm, or outside experts to perform the services for the District.
22. **Fingerprinting.** When the Consultant is working directly with students, the Consultant shall not commence Services under this Agreement until the Consultant has submitted and the District has approved the following document:
 - ☒ DOJ Clearance Previously Received by District
 - ☐ Fingerprinting done by the organization independently (declare under perjury)-
Consultant's Employee(s)
 - ☐ No direct contact or interaction with students

23. **W-9.** Consultant has provided a completed:

☒ W-9 Form

24. **Type of Business Entity:**

☐ Corporation, State

☐ Individual

☐ Partnership

☒ Limited Liability Company

☐ Sole Proprietorship

☐ Limited Partnership

☐ Other: _____

**Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.*

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Pacific Grove Unified School District

Site representative or Assistant Superintendent
(Signed **AFTER** Board approval)

Signature: _____

Name: Joshua Jorn

Title: Assistant Superintendent Business

Date: _____

Consultant

(Can sign **BEFORE** Board's approval)

Signature: _____

Name: _____

Date: _____

Human Resources

(Signed **AFTER** Board approval)

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

Signature _____ Date _____

Director of Human Resources

Attachment: Services provided and contract terms

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

☐ Consent
☒ Action/Discussion
☐ Information/Discussion
☐ Public Hearing

SUBJECT: Proposed Board Calendar/Future Meetings

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Dr. Linda Adamson, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established. The following *new* additional proposed Board dates are: June 18, 2024 or June 27, 2024.

BACKGROUND:

The Board has approved Bylaw 9320, which states that regular Board Meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approve the meeting calendar as presented. The calendar is reviewed at each Board meeting.

INFORMATION:

Changes to the Board Meeting dates must be approved by a majority vote of the Trustees.

Board Meeting Calendar January-June 2024

Closed Session times vary

Open Session begins at 6:30 PM

Thursday, January 11	Regular Board Meeting <ul style="list-style-type: none"> ✓ Superintendent Goals- midyear check-in ✓ Preliminary Enrollment Projection for 2024-25 ✓ Property Tax Update ✓ Resolution recognizing February as Black History Month ✓ School Accountability Report Cards
Thursday, January 25	Special Board Meeting <ul style="list-style-type: none"> ✓ Board NCBI Training ✓ School Accountability Report Card ✓ HR SSC Report Plan
Thursday, February 8	Regular Board Meeting <ul style="list-style-type: none"> ✓ Report on Governor's Budget Proposal ✓ Budget Development Calendar ✓ Approve Aug.- Dec. 2024-25 Board Meeting Calendar ✓ Quarterly Facilities Project Updates ✓ Resolution recognizing March as Women's History Month ✓ LCAP 2023-2024 Midyear Report ✓ CSBA Policy Update ✓ ABM Building Solution, LLC Construction Agreement: Public Hearing and Contract Approval
Monday, March 4 4:00-8:00 PM	Special Board Meeting <ul style="list-style-type: none"> ✓ Board Governance Training
Thursday, March 7	Regular Board Meeting <ul style="list-style-type: none"> ✓ Second Interim ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report ✓ Possible Personnel Action Presented as Information (RIF) ✓ <i>Non-reelects Solution</i> ✓ Board Goals Study Session ✓ Cultural Proficiency Implementation Plan Presentation ✓ <i>2023-24 Audit Report</i> ✓ Board considers legislative action at local and state levels
Thursday, March 21 5:00-9:00 PM	Special Board Meeting <ul style="list-style-type: none"> ✓ Board Study Session on Facilities Master Planning and 2024 Bond Extension
Thursday, April 4	Regular Board Meeting

	<ul style="list-style-type: none"> ✓ Resolution recognizing May as Asian American Pacific Islander Heritage Month ✓ <i>School Resource Officer Update</i> ✓ <i>Student Board Recognition</i> ✓ <i>M.C. Kimball & Associates Inc. Safety Report Presentation</i>
Thursday, April 18 5:00-10:00 PM	Special Board Meeting <ul style="list-style-type: none"> ✓ <i>LCAP Study Session</i> ✓ <i>Master Facilities Follow-Up Study Session</i>
Thursday, May 9	Regular Board Meeting <ul style="list-style-type: none"> ✓ Board Goals for 2024-25 ✓ California Day of the Teacher ✓ Week of the CSEA Employee ✓ Retiree Recognition ✓ <i>Begin Superintendent Evaluation</i> ✓ <i>CSBA Policy Update</i>
Thursday, May 23	Regular Board Meeting <ul style="list-style-type: none"> ✓ Review Governor's Revised Budget ✓ Suspensions/Expulsions Annual Report ✓ 2024-25 Budget Public Hearing ✓ LCAP Public Hearing ✓ Resolution recognizing June as LGBTQ+ Month ✓ <i>Continue Superintendent Evaluation</i>
Tuesday, May 28 5:00 - 10:00 PM	Special Board Meeting <ul style="list-style-type: none"> ✓ <i>Board Governance Training</i> ✓ <i>2024-25 Board Goals</i>
Thursday, June 6	Regular Board Meeting <ul style="list-style-type: none"> ✓ Williams/Valenzuela Uniform Complaint Report ✓ 2024-25 Budget Public Adoption ✓ LCAP and Local Indicators Adoption ✓ Approval of Contracts and Purchase Orders for 2024-25 ✓ Resolution recognizing Juneteenth ✓ Declaration of Need for Highly Qualified Educators ✓ <i>Complete Superintendent's Evaluation</i> ✓ <i>Bond Discussion*</i> ✓ <i>School Resource Officer Contract</i>
Day, June 18 TENT	TENTATIVE: <ul style="list-style-type: none"> ✓ <i>2024-25 Budget Public Hearing</i> ✓ <i>LCAP Public Hearing</i>
Thursday, July 18 TIME TBD	Special Board Meeting <ul style="list-style-type: none"> ✓ <i>Board Governance Training</i>

Board Meeting Calendar August-December 2024

Closed Session times vary

Open Session begins at 6:30 PM

Thursday, August 8	Regular Board Meeting <ul style="list-style-type: none"> ✓ Quarterly Facilities Project Updates ✓ Review of Legal Services Costs ✓ Student Enrollment Update ✓ Property Tax Report ✓ <i>Instructional Materials Policy</i>
Thursday, August 15 TIME TBD	Special Board Meeting <ul style="list-style-type: none"> ✓ TBD
Thursday, September 5	Regular Board Meeting <ul style="list-style-type: none"> ✓ Quarterly District Safety Update* (Superintendent Report) ✓ CSBA Policy Update ✓ Cultural Proficiency/Equity Presentation ✓ Unaudited Actuals* ✓ Board Goals Discussion ✓ Williams Uniform Complaint Report (Quarterly)
Thursday, September 19 TIME TBD	Special Board Meeting <ul style="list-style-type: none"> ✓ TBD
Thursday, October 3	Regular Board Meeting <ul style="list-style-type: none"> ✓ Week of the School Administrator ✓ Board Goals check-in ✓ Resolution for the GANN Limit for 2024-2025 ✓ Quarterly District Safety Update (Superintendent Report) ✓ FY 2024-2025 Budget Revision #1 ✓ CAASPP/ELPAC Review of Data
Thursday, October 24 TIME TBD	Special Board Meeting <ul style="list-style-type: none"> ✓ TBD
Thursday, November 7	Regular Board Meeting <ul style="list-style-type: none"> ✓ Intent Form Due (to serve as Board President/Clerk) ✓ Review of Special Education Contracts ✓ PGHS Course Bulletin Information/Discussion ✓ CSBA Policy Update
Thursday, November 21 TIME TBD	Special Board Meeting <ul style="list-style-type: none"> ✓ TBD
Thursday, December 5	Regular Board Meeting <ul style="list-style-type: none"> ✓ District Goals Update ✓ Annual Cultural Proficiency Implementation Plan ✓ Quarterly Facilities Project Updates

	<ul style="list-style-type: none">✓ First Interim Report✓ CSBA Board Comments
Tuesday, December 12 TIME TBD	Special Board Meeting <ul style="list-style-type: none">✓ Board Governance and Self-evaluation
Thursday, December 19	Regular Board Meeting <ul style="list-style-type: none">✓ Election of 2024-2025 Board President and Clerk✓ PGHS Course Bulletin Action/Discussion✓ Williams Uniform Complaint Report (Quarterly)✓ CSBA Policy Update

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

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

SUBJECT: PGTech Update - 2024

DATE: May 23, 2024

PERSON(S) RESPONSIBLE: Matthew Binder, Director of Educational Technology- Louis Algaze - Director of Technology Systems, and Andrew Bradley - Digital Teacher

RECOMMENDATION:

The District Administration recommends that the Board review the information presented: PGTech Update – 2024

BACKGROUND:

The district's tech department/team, PGTech, consists of two complimentary areas of specialization; Educational Technology (ET) and Informational Technology (IT). PGTech oversees the daily technology-related operations throughout the district. This includes network and device management, digital curriculum and data systems administration/maintenance, troubleshooting and end-user support/training, and technology project management. The district's [Educational Technology Plan](#) provides the roadmap PGTech relies on to prioritize initiatives, develop budget projections, and schedule and implement near and long term projects.

INFORMATION:

Please find the included slides/visuals containing the most salient points to be shared as part of the presentation.

FISCAL IMPACT:

None.

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Update ♦ 2024

May 23, 2024



PGTech

Louis Algaze

Director of Technology
Systems



Matthew Binder

Director of Educational
Technology



Andrew Bradley

Digital Teacher



Jacob Gonsalves

IT Tech - PG High School



Carey Parker

IT Tech - Forest
Grove Elementary



Grayson Fong

IT Tech - PG Middle
School



Manuel Villagomez

IT Tech - Robert
Down Elementary



Bryce Montgomery

IT Tech - PG Adult
School

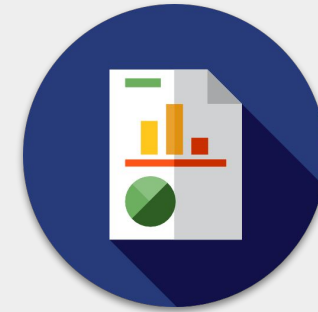
Completed Projects



**Cybersecurity
Upgrades**



**PGMS
Flex Lab**



**Synergy
Analytics**



CyberSecurity



Network Segmentation

All open Wifis are
now Closed



Network Availability

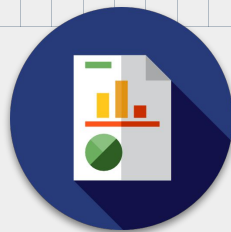
Failover DHCP & DNS
servers at MCOE



Anti-Virus

Next Generation
Anti-virus

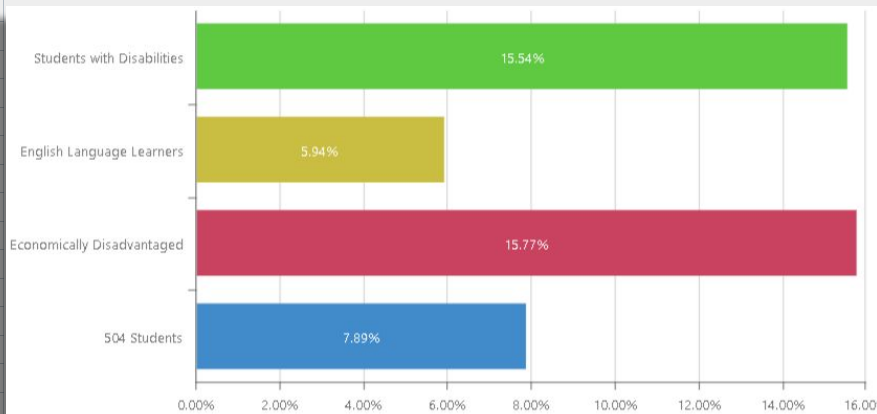
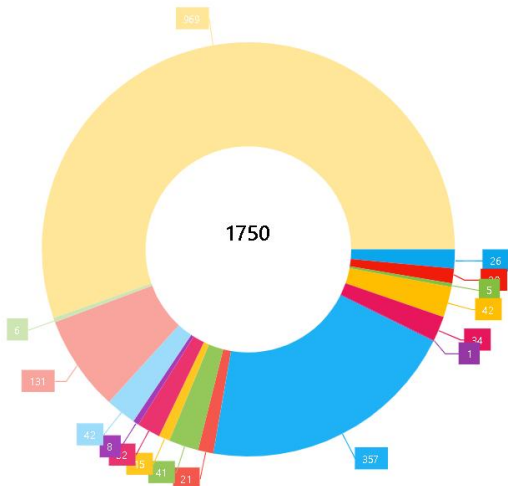




Synergy Analytics

Data Dashboards and Visualizations

759/764



Student ID	Grade	Fall ELA				Fall Math		Fall SEL	Winter ELA				Winter Math	
		Fall ELA NWEA MAP Percentile	Fall ELA NWEA MAP Score	Fall DIBELS Percentile	Fall DIBELS Score	Fall Math NWEA MAP Percentile	Fall Math NWEA MAP Score	Fall SEL Survey Overall %	Winter ELA NWEA MAP Percentile	Winter ELA NWEA MAP Score	Winter DIBELS Percentile	Winter DIBELS Score	Winter Math NWEA MAP Percentile	Winter Math NWEA MAP Score
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
614656	05	94	230	98	408	78	221	90.23%	94	234	95	444	96	232
630552	05	54	206	44	329	32	202	73.66%	67	216	33	380	68	222
620587	05	87	223	97	403	60	213	68.17%	81	223	95	443	74	225
630376	05	96	233	98	415	98	240	90.20%	98	244	97	451	96	243
620774	05	49	204	30	313	65	215	84.21%	86	226	41	387	43	212
630588	05	78	217	77	363	89	228	93.98%	71	218	72	416	70	223
620499	05	84	221	85	374	85	225	93.23%	85	235	96	446	90	233
614572	05	68	212	23	304	67	216	76.44%	77	221	37	383	63	220
620381	05	96	234	87	378	55	211	91.73%	94	234	83	425	86	233

Digital Learning

Using technology as a tool to facilitate learning through hands on activities.

- Coding
- 3D Design/Printing
- Robotics
- Google Applications
- STEM
- Digital Citizenship



760/764



PGMS: Flex Lab Conversion

761/764

BEFORE



AFTER



The Road Ahead



**Classroom
Tech**



**Security
cameras**



**Teacher
Chromebooks**



**Tech
Training**



**Computer
Science**



**Tech
Support**





Pacific Grove Unified School District

Educational Technology Plan

Plan Duration: 2022-2025

Committee Review Session Date(s): Jan, Feb, 2022

Public Presentation Date: March 17, 2022

Board Approval Date: Apr 7, 2022

Matthew Binder, Director of Educational Technology

Louis Algaze, Director of Technology Systems

Andrew Bradley, Digital Learning Teacher

Thank You