

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

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

**MEMBERS OF THE PUBLIC MAY PARTICIPATE REMOTELY AT THE JANUARY 7, 2021 MEETING VIA LIVESTREAM. THE LINK(S) WILL BE PROVIDE 24 HOURS PRIOR TO THE MEETING. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA WILL BE TAKEN VIA LIVESTREAM AT THE TIME INDICATED ON THE AGENDA. PUBLIC COMMENT ON SPECIFIC ITEMS ON THE AGENDA WILL BE TAKEN DURING THE TIME THAT ITEM IS DISCUSSED.**

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

Trustees

*Cristy Dawson, President  
Brian Swanson, Clerk  
John Paff  
Carolyn Swanson  
Jon Walton  
Gabriella Giraldo*

**DATE:** Thursday, January 7, 2021

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

**LOCATION: VIRTUAL MEETING**

Join Zoom Meeting

<https://pgusd.zoom.us/j/83375596996?pwd=VStJZ2g3UEQvWEd5aGYrbFNZTWxQQT09>

Meeting ID: 833 7559 6996

Passcode: 313687

One tap mobile

+13126266799,,83375596996#,,,,,0#,,313687# US (Chicago)

+13462487799,,83375596996#,,,,,0#,,313687# US (Houston)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 833 7559 6996

Passcode: 313687

Find your local number: <https://pgusd.zoom.us/j/kcxbRmX5rn>

Pacific Grove Unified School District Office

435 Hillcrest Avenue

Pacific Grove, CA 93950

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

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

## **AGENDA AND ORDER OF BUSINESS**

### **I. OPENING BUSINESS**

A. Call to Order

B. Roll Call

C. Adoption of Agenda

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Dawson \_\_\_ B. Swanson \_\_\_ Paff \_\_\_ C. Swanson \_\_\_ Walton \_\_\_

### **II. CLOSED SESSION**

A. Identify Closed Session Topics

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

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

**III. RECONVENE IN OPEN SESSION**

A. Report action taken in Closed Session:

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

B. Pledge of Allegiance

**IV. COMMUNICATIONS**

A. Written Communication

B. Board Member Comments

C. Superintendent Report

D. PGUSD Staff Comments (Non Agenda Items)

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

*Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes for each agenda or non-agenda item; a total time for public input on each item is 20 minutes, pursuant to Board Policy 9323. Public comment will also be allowed on each specific action item prior to Board action thereon. This meeting of the Board of Education is a business meeting of the Board, conducted in public. Please note that the Brown Act limits the Board's ability to respond to public comment. The Board may choose to direct items to the Administration for action or place an item on a future agenda.*

**VI. CONSENT AGENDA**

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

- A. Minutes of December 17, 2020 Board Meeting 7  
Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.
- B. Certificated Assignment Order #10 15  
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Certificated Assignment Order #10.
- C. Classified Assignment Order #10 18  
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Classified Assignment Order #10.

- D. Acceptance of Donations 20  
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration Recommends that the Board approve acceptance of the donations referenced below.
- E. Approval of Total Compensation Systems, Inc. Contract for 2020-21 for Other Post Employment Benefits (OPEB) Actuarial Study 21  
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board approve the contract with Total Compensation Systems, Inc (TCS) for fiscal year 2020-21, to provide actuarial study to comply with the current Governmental Accounting Standards Board (GASB) accounting standards 75 for Other Post Employment Benefits (OPEB).
- F. Contract for Service with Linda Shingu, Speech and Language Specialist, Speech and Language Services 25  
 Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve a contract for services with Linda Shingu, Speech and Language Specialist, Speech and Language Services to provide students on Individual Education Plans with compensatory speech and language therapy sessions.
- G. Designation of Committee Representatives 28  
 Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board approve Trustee Cristy Dawson to represent Pacific Grove Unified School District on the Monterey County School Board Executive Committee.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Dawson \_\_\_ B. Swanson \_\_\_ Paff \_\_\_ C. Swanson \_\_\_ Walton \_\_\_

**VII. ACTION/DISCUSSION**

- A. Pacific Grove High School Course Bulletin for the 2021-22 School Year 29  
 Recommendation: (Lito Garcia, PG High School Principal) The District Administration recommends that the Board review and approve the Course Catalog for Pacific Grove High School for the 2021-22 school year.
- B. Board Calendar/Future Meetings 79  
 Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Dawson \_\_\_ B. Swanson \_\_\_ Paff \_\_\_ C. Swanson \_\_\_ Walton \_\_\_

**VIII. INFORMATION/DISCUSSION**

- A. District Update on Response to COVID-19 82  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration will update the Board, staff and community on current District response and protocols to COVID-19.

Board Direction: \_\_\_\_\_

- B. Review of District Enrollment Projections for 2021-22 83  
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration recommends that the Board review the attached Enrollment projections for 2021-22.

Board Direction: \_\_\_\_\_

- C. Review of July through November Property Tax Revenues and Overall Tax Projections for 2020-21 And Preliminary projections for 2021-22 86  
Recommendation: (Song Chin-Bendib, Assistant Superintendent) Administration recommends that the Board review the year-to-date receipts of Property Tax Revenue, overall tax projections for 2020-21, and preliminary projections for 2021-22.

Board Direction: \_\_\_\_\_

- D. Measure D Projects 89  
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Business Office recommends that the Board review and provide direction to the Measure D projects list.

Board Direction: \_\_\_\_\_

E. Future Agenda Items

105

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

- Board requested a Special Board Meeting for Board Goals, Strategic Plan and Superintendent Goals (Tentative January 28, 2021)
- A member of the public requested Dual Language Elementary Program (March 18, 2021)
- Board requested an update about teacher housing (TBD)
- Board requested a presentation on Diversify Our Narrative (TBD)
- Board requested a renewed discussion about district solar panels (Spring 2021)
- A member of the public requested that the Board consider streaming all Board meetings after COVID conditions (Late April 2021)
- A member of the public requested the District review how to improve Distance Learning for students and families including (Late January):
  - Survey to families
  - Review of instructional minutes of the elementary schools
  - Review of grades and enrollment levels
  - Social Emotional Support of Students
- Board requested academic review of grades by grade level including AP for middle and high school (Early February)

Board Direction: \_\_\_\_\_

**IX. ADJOURNMENT**

Next Board regular Board meeting: January 21, 2021 – VIRTUAL

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION  
Minutes of Organizational and Regular Meeting of December 17, 2020 – VIRTUAL

**I. OPENED BUSINESS**

- A. Called to Order 6:37 p.m.
- B. Roll Call
  - Absent: Trustee Dawson  
Trustee Walton
  - Trustees Present: Trustee Paff  
Trustee B. Swanson  
Trustee C. Swanson
  - Administration Present: Superintendent Porras  
Asst. Superintendent Chin-Bendib
  - Board Recorder: Mandi Ackerman
  - Student Board Member: Gabriella Giraldo

C. Adopted Agenda

Changes to the agenda include a Revised Consent Item G Contract for Services with Emberlight Productions.

**MOTION Swanson/Paff to adopt agenda as amended.**  
**Public comment: none**  
**Motion CARRIED 3 – 0**

- D. Pledge of Allegiance Superintendent Porras
- E. Honoring Past Service: Debbie Crandell

The following individuals recognized Trustee Crandell and her 9 years of service to the Board and 20 years of service to the District:

- Superintendent Porras
- Trustee Paff
- Trustee Brian Swanson
- Trustee Carolyn Swanson
- Pacific Grove High School Student Representative Gabriella Giraldo
- Pacific Grove Mayor Peake
- Forest Grove Elementary School Principal Buck Roggeman
- Robert Down Elementary School Principal Sean Keller
- Adult School Principal and District Safety Director Barbara Martinez
- Pacific Grove Teachers Association President Shannon McCarty
- Retired Pacific Grove High School Principal Matt Bell
- Pacific Grove Middle School Principal Sean Roach
- Director II Human Resources Billie Mankey
- Director of Curriculum and Special Projects Ani Silva
- Assistant Superintendent Song Chin-Bendib
- Parent Heloisa Junqueira
- Director of Student Services Clare Davies

## II. ANNUAL ORGANIZATIONAL MEETING

*As required by Education Code Section 35143*

### A. Administer Oath of Office by County Superintendent Dr. Deneen Guss

The Oath was administered to Brian Swanson and Carolyn Swanson.

Trustee Brian Swanson said he was thrilled to be on the Board for another four years; thanked his wife for her support; said the work the Board does is important and he enjoys it; and was proud to be a part of the District.

Trustee Carolyn Swanson thanked her husband; honored to be in this seat; thanked her daughter Dorothy, her mother and mother-in-law; said she values the Trustees and staff; looks forward to a calm, collaborative force; and said she was there to listen to staff for the families of the District.

### B. Election of President to Serve for One-Year Period

Trustee Carolyn Swanson nominated Trustee Paff.

Trustee Brian Swanson nominated Trustee Dawson.

Trustee Brian Swanson and Trustee John Paff voted for Trustee Dawson.

Trustee Dawson was named President.

### C. Election of Vice-President/Clerk to Serve for One-Year Period

Trustee Brian Swanson nominated himself.

Motion carried 3 – 0

Trustee Brian Swanson was named Vice President/Clerk.

### D. Determination of Dates, Time and Location of Regular Meetings

The Board discussed changing the start time to 7:00 p.m.

#### **Public comment:**

Parent Heloisa Junqueira requested that the Board meetings continue to be available via Zoom when meetings return to in-person.

Director of Student Services Clare Davies noted the Board meeting start times were moved to an earlier start time of 6:30 p.m. due to the long meeting schedules, and noted some Administrators have to start really early.

**MOTION Paff/ Brian Swanson to approve the dates, time and location of regular meetings, as presented.**

**Motion CARRIED by roll call vote 3 – 0**



E. Adoption of Resolution No. 1063 Designating Authorized Agents to Sign School Orders

**MOTION Paff/ Carolyn Swanson to approve Resolution No. 1063 Designating Authorized Agents to Sign School Orders.**

**Public comment: none**

**Motion CARRIED by roll call vote 3 – 0**

F. Designation of Committee Representatives

Monterey County School Board Executive Committee Liaison

**This item was pulled and moved to a future meeting. Current Committee Representative Trustee Cristy Dawson is absent at this meeting.**

**II. CLOSED SESSION**

A. Identified Closed Session Topics

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

B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session

7:39 p.m.

**III. RECONVENED IN OPEN SESSION**

8:19 p.m.

A. Reported action taken in Closed Session:

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

The Board received information. No action taken.

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

The Board received information. No action taken.

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

The Board received information. No action taken.

**The Board took a 5 minute break.**

## V. COMMUNICATIONS

### A. Written Communication

The Board received 10 emails regarding Homework Policy 6154; 5 emails regarding Pacific Grove Middle School Hybrid schedule plan. It was noted that several of the emails regarding the Pacific Grove Middle School Hybrid plan asked for additional surveys.

### B. Board Member Comments

Trustee Paff enjoyed the Forest Grove Elementary School and Robert Down Elementary School Sing-A-Long, congratulated Mr. Masar and thanked all who participated; spoke about the communications received regarding Homework Policy 6154 and noted the item was pulled from Future Agenda Items at the last Board meeting because the question that was asked when the item was added to Future Agenda Items had been answered, and that the process should go through Pacific Grove High School Principal Lito Garcia and teachers and parents.

Trustee Carolyn Swanson attended the All In For Equity conference hosted by Monterey County Office of Education this past weekend, noting over 200 participants; said the topic was how to build inclusive communities in schools. Trustee Carolyn Swanson also noted that one way to make Back to School Nights more inclusive is to include hot food and serve hot food to families, which might be something our Food Services department might consider.

Trustee Brian Swanson spoke about the Poetry Out Loud event and acknowledged the talented students.

### C. Superintendent Report

Superintendent Porras noted COVID-19 is taking a toll on everyone and acknowledged the staff for building social emotional opportunities for students.

### D. PGUSD Staff Comments (Non Agenda Items)

District Safety Director Barbara Martinez spoke about the recent Pacific Grove City Council meeting regarding rescinding the cannabis dispensary ordinance; recognized the efforts of Debbie Beck.

Pacific Grove High School Principal Lito Garcia thanked the Pacific Grove Teachers Association for the events and efforts they have held for the students; Homework Policy 6154 and noted the staff agreed not to assign homework during breaks or holidays.

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

Jennifer Brayden spoke about best practices during the pandemic and asked what actions and steps are being taken in order to improve and focus on student mental health; encouraged the District to focus on student mental health.

Robert Down Elementary School Principal Sean Keller thanked the Parent Teachers Association for treating the staff to First Awakenings.

Wendi Giles thanked everyone who signed the cannabis dispensary petition; thanked everyone who spoke at the City Council meeting; spoke about due process and concerns regarding voter signatures; echoed concerns regarding Distance Learning and mental health component.

**VII. CONSENT AGENDA**

- A. Minutes of December 10, 2020 Board Meeting
- B. Certificated Assignment Order #9
- C. Classified Assignment Order #9
- D. Acceptance of Donations
- E. Quarterly Report on Williams Uniform Complaints
- F. Contract for Services with Casey Printing & Marketing for Pacific Grove Adult School  
Spring & Summer 2021 Schedule of Classes Brochure
- G. Contract for Services with Emberlight Productions
- H. Contract for Services with Ben Kaatz Photography at Pacific Grove Middle School
- I. Contract for Services with Valerie Rhoades at Pacific Grove Middle School
- J. Contract for Services with Beem Video & Photography at Pacific Grove Middle School
- K. Contract for Services with Monterey Bay Student Services – Chris Evans

**MOTION Paff/Brian Swanson to approve the consent agenda as presented.**

**Public comment: none**

**Motion CARRIED by roll call vote 3 – 0**

**VIII. ACTION/DISCUSSION**

- A. Updates to Board Policy, Regulation and Exhibit 1312.3 Uniform Complaint Procedure

Superintendent Porras provided a brief update to the Board.

**MOTION Paff/Carolyn Swanson to approve the Updates to Board Policy, Regulation and Exhibit 1312.3 Uniform Complaint Procedure.**

**Public comment: none**

**Motion CARRIED by roll call vote 3 – 0**

B. Approval of Public Disclosure (AB 1200) of Collective Bargaining Agreements with Pacific Grove Teachers Association and California School Employees Association

Assistant Superintendent Chin-Bendib presented information to the Board.

**MOTION Paff/Brian Swanson to approve the Public Disclosure (AB 1200) of Collective Bargaining Agreements with Pacific Grove Teachers Association and California School Employees Association.**

**Public comment: none**

**Motion CARRIED by roll call vote 3 – 0**

C. Approval of Measure A Education Technology Expenditures

Director of Education Technology Matthew Binder and Technology Systems Coordinator Jonathan Mejia presented information to the Board.

The Board discussed this item and asked questions.

**Public comment:**

Steve Thomas spoke about installing cameras in every classroom in the District; spoke about the cost to provide a better educational platform for students and that it is worth \$150,000 for four months; noted 1/3 of parents/students may not be returning initially and will continue in Distance Learning; noted the cameras should have been installed months ago.

Wendy Giles echoed Steve Thomas comments; said she looked forward to this topic being added to the future agenda; said the money should be spent.

Jennifer Brayden echoed previous comments; said she had no intention of bringing her children back initially; asked that the District facilitate the well-being of the children.

**MOTION Brian Swanson/Paff to approve the Measure A Education Technology Expenditures, as presented.**

**Motion CARRIED by roll call vote 3 – 0**

D. Board Calendar/Future Meetings

**MOTION Brian Swanson/Carolyn Swanson to approve the Board meeting calendar.**

**Public comment: none**

**Motion CARRIED by roll call vote 3 – 0**

**IX. INFORMATION/DISCUSSION**

A. District Update on Response to COVID-19

Superintendent Porras provided a brief update including the recent Stay Home Order; encouraged all families to stay healthy during the holiday season and make note of the travel advisory. Superintendent Porras noted the District understands the frustrations parents are feeling and that we want to provide the best services for our students and encouraged families to contact their site principal or counselors to receive support during these difficulties.

The Board discussed this topic.

Trustee Carolyn Swanson noted a social/emotional program sponsored by Ohana; asked how to report a positive COVID-19 test in the District; asked for a brief update on the Student Resource Center.

Pacific Grove High School Principal Lito Garcia provided a brief update on the Resource Center.

**Public comment: none**

B. Pacific Grove High School Course Bulletin for the 2021-22 School Year

Pacific Grove High School Principal Lito Garcia presented the Course Catalog. The Board discussed and asked questions.

**MOTION Carolyn Swanson/Paff to extend the Board meeting until 10:30 p.m.**

**Public comment: none**

**Motion CARRIED 3 – 0**

C. Monterey Educational Risk Management Authority

Assistant Superintendent Chin-Bendib presented information to the Board.

**Public comment: none**

D. Review of Legal Fees for 2020-2021

Assistant Superintendent Chin-Bendib presented information to the Board.

**Public comment: none**

E. Future Agenda Items

- Board requested a Special Board Meeting for Board Goals, Strategic Plan and Superintendent Goals (Tentative January 28, 2021)
- A member of the public requested Dual Language Elementary Program (March 18, 2021)
- Board requested an update about teacher housing (TBD)
- Board requested a presentation on Diversify Our Narrative (TBD)
- Board requested a renewed discussion about district solar panels (Spring 2021)
- A member of the public requested that the Board consider streaming all Board meetings after COVID conditions (Late April 2021)
- A member of the public requested the District review how to improve Distance Learning for students and families including (Late January):
  - Survey to families
  - Review of instructional minutes of the elementary schools
  - Review of grades and enrollment levels
  - Social Emotional Support of Students
- Board requested academic review of grades by grade level including AP for middle and high school (Early February)

The Board directed Administration to hold a stakeholder meeting regarding Board Policy 6154 for review.

The Board directed Administration to include the date added to any new Future Agenda Items.

**Public comment:**

Jennifer Brayden asked about the transition from 8<sup>th</sup> grade to the high school during Distance Learning and what the transition would look like.

X. ADJOURNED

10:20 p.m.

Approved and submitted:

\_\_\_\_\_

Dr. Ralph Gómez Porrás  
Secretary to the Board

- Consent
- Information/Discussion
- Action/Discussion

**SUBJECT:** Certificated Assignment Order #10

**DATE:** January 7, 2021

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

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**RECOMMENDATION:**

The administration recommends adoption of Certificated Assignment Order #10.

**BACKGROUND:**

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

**INFORMATION:**

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

**FISCAL IMPACT:**

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 10  
January 7, 2021**

**NEW HIRE:**

Patrick Godfrey, CHS Temporary Teacher, 1.0 FTE, Column IV/10, effective January 4, 2021 through May 28, 2021 only

**ADDITIONAL ASSIGNMENT:**

**2020-21 PGHS DEPARTMENT CHAIRS**

<b>Employee</b>	<b>Assignment</b>	<b>Sections</b>	<b>Funding</b>	<b>Cost \$20 per section/\$300 annual</b>
Jennifer Erickson	Department Chair- CTE	9	Unrestricted General Fund	\$480
Matthew Kelly	Department Chair- CTE	9	Unrestricted General Fund	\$480
Jenna Hall	Department Chair- English	29	Unrestricted General Fund	\$880
Desma Johnson	Department Chair- World Languages	18	Unrestricted General Fund	\$660
Todd Buller	Department Chair- PE	9	Unrestricted General Fund	\$480
Madelyn Portela	Department Chair- Science	21	Unrestricted General Fund	\$720
Justus Grate	Department Chair- Social Science	25	Unrestricted General Fund	\$800
Travis Selfridge	Department Chair- Math	26	Unrestricted General Fund	\$820
Nick Lackey	Department Chair- SPED	25	Unrestricted General Fund	\$800

**2020-2021 PGHS Sports Season 1**

<b>Employee</b>	<b>Coaching Assignment</b>	<b>FTE</b>	<b>Funding</b>	<b>Amount</b>
Radonna Johnson Replaces Steve Watkins	Cross Country	1.0	Unrestricted General Fund	\$2,891.00



**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 10  
 January 7, 2021**

**2020-2021 PGHS Stipends**

<b>Employee</b>	<b>Assignment</b>	<b>FTE</b>	<b>Funding</b>	<b>Amount</b>
Theresa Hruby-Percell	HS Band/Orch - Fall-Director	1.0	Unrestricted General Fund	\$2,806.00
Theresa Hruby-Percell	HS Band/Orch - Winter/Spring-Director	1.0	Unrestricted General Fund	\$2,806.00
Linda Lyon	HS Spirit Squad Advisor	1.0	Unrestricted General Fund	\$3,002.00
Tatum May	HS Dance Squad Advisor	1.0	Unrestricted General Fund	\$2,793.00
Frank Alex Morrison	HS Yearbook Advisor**	1.0	Unrestricted General Fund	\$5,105.00
Desma Johnson	HS Drama Coach	1.0	Unrestricted General Fund	\$2,598.00
Sheri Deeter	Lead Teacher Community High	1.0	Unrestricted General Fund	\$8,177.00

**2020-2021 Elementary DL Program Support**

<b>Employee</b>	<b>Assignment</b>	<b>Schedule</b>	<b>Funding</b>	<b>Amount</b>
Christina Luciano	SeeSaw Program Support	Not to exceed 2 hrs./week	General Fund, Site Discretionary	PGTA Hourly Instructional Rate of \$41.30/hr.
Kayla Gordano	Daily SWUN Math Quiz Support	Not to exceed 20 hrs. total	General Fund, Site Discretionary	PGTA Hourly Instructional Rate of \$41.30/hr.
Danielle Condit	Daily SWUN Math Quiz Support	Not to exceed 20 hrs. total	General Fund, Site Discretionary	PGTA Hourly Instructional Rate of \$41.30/hr.

**COLUMN ADVANCEMENT:**

Amanda Mello, PGHS Science Teacher, column advancement from IV to V based on verification of official transcript units, effective October 1, 2020

- Consent
- Information/Discussion
- Action/Discussion

**SUBJECT:** Classified Assignment Order #10

**DATE:** January 7, 2021

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

**Page 1 of 2**

**RECOMMENDATION:**

The administration recommends adoption of Classified Assignment Order #10

**BACKGROUND:**

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

**INFORMATION:**

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

**FISCAL IMPACT:**

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 10  
January 7, 2020**

**Page 2 of 2**

**ADDITIONAL ASSIGNMENT:**

Heather Radcliffe, PGAS Childcare Center, Instructional Assistant, 4 hrs./day/5 days per week, 211 day calendar, Range 30, Step C, effective December 7, 2020 (New position funded through Adult Ed Consortium Grant)

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

**SUBJECT:** Acceptance of Donations

**DATE:** January 7, 2021

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

**RECOMMENDATION:**

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

**INFORMATION:**

During the past month the following donations were received:

**Forest Grove Elementary School**

None

**Robert H. Down Elementary School**

None

**Pacific Grove Middle School**

Field of Dreams

Music student performance apparel

**Pacific Grove High School**

Barry Throgmorton dba Peninsula Realty  
Ginny Babbitt

\$1,918.75 (scholarship)  
\$ 50.00 (scholarship)

**Pacific Grove Community High School**

None

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

Danielle Dyche

\$ 100.00 (preschool)

**Pacific Grove Unified School District**

None

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

**SUBJECT:** Approval of Total Compensation Systems, Inc. Contract for 2020-21 for Other Post Employment Benefits (OPEB) Actuarial Study

**DATE:** January 7, 2021

**PERSON RESPONSIBLE:** Song Chin-Bendib, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The District Administration recommends that the Board approve the contract with Total Compensation Systems, Inc (TCS) for fiscal year 2020-21, to provide actuarial study to comply with the current Governmental Accounting Standards Board (GASB) accounting standards 75 for Other Post Employment Benefits (OPEB).

**BACKGROUND:**

The Pacific Grove Unified School District utilizes a “pay as you go” method to address its post-employment benefits. The District is required by GASB 75 to analyze its unfunded liabilities and perform actuarial study associated with its current retiree health program. This contract is to engage the service of TCS to perform an actuarial study on the District’s post-employment liabilities with a valuation date of June 30, 2020.

**INFORMATION:**

Prior to 2017-18, as required by GASB 43 and 45, every two years, school districts are required to perform an evaluation of its other post-employment benefits (OPEB), excluding pensions, for active and retired employees.

Beginning in fiscal year 2017-18, GASB 43 and 45 were superseded by GASB 74 and 75, and the latter become effective. These new standards affect all school districts with OPEB and not just those that are funding OPEB. The triennial valuations of prior GASB 43/45 are no longer allowed and all school districts must obtain an annual valuation.

GASB 75 requirements can be met every second year by using a streamlined “roll forward” if there are no significant changes to planned or covered groups. The measurement date (actuarial valuation date) must be June 30 of each fiscal year. 2019-20 was the “full valuation”, and thus, this year 2020-21, a “roll forward” will be allowed. The “roll forward” valuation is half of the “full valuation” cost, at \$2,970.

The total OPEB liability will be reported in Form Debt and the government-wide statement of Net Position similar to the CalSTRS and CalPERS unfunded pension liability.

Impact and purpose of GASB 74/75:

- The result of GASB 74 and 75 does not affect the District's current operating budget or the Unaudited Actuals
- It helps the District assess and manage the costs and liabilities associated with retiree health benefits
- It provides information to enable the District to communicate the financial implications of retiree health benefits to internal financial staff, employee groups, the Board and the community

**FISCAL IMPACT:**

\$2,970 to be paid from the General Fund and it reflects a 10% discount due to being a repeat customer.

# TCS Total Compensation Systems, Inc.

November 27, 2020

Song Chin-Bendib  
Assistant Superintendent  
Pacific Grove Unified School District  
435 Hillcrest Ave  
Pacific Grove, CA 93950-4900

Dear Song,

As you know, we performed a GASB 75 valuation for Pacific Grove Unified School District with a June 30, 2019 valuation date. GASB 75 requires a valuation every year, but every other year the valuation can be performed by "rolling forward" the Total OPEB Liability (TOL). Because of this, we included a second-year roll-forward valuation in our original GASB 75 proposal and contract for a fee of \$2,970. Although the June 30, 2020 roll-forward valuation is part of our original contract, we like to confirm Pacific Grove Unified School District's situation has not changed, and that a roll-forward is still the preferred approach for this year's valuation.

Following are Pacific Grove Unified School District's options:

Option 1: Perform the June 30, 2020 roll-forward valuation at a fee of \$2,970. As a reminder, a roll-forward valuation is a streamlined approach that does not rely on updated census data or new assumptions. However, interest rates and asset values are updated to reflect the current environment. This is the most common approach and it is less costly.

Option 2: Perform a new full valuation as of June 30, 2020. A full valuation may be done as a matter of preference or because significant changes have been made to the plan or the covered population.

The overwhelming majority of agencies choose Option 1, but we like to get your confirmation before we start the roll-forward process and issue our invoice for the first half of the roll-forward fee. Because the roll-forward valuation was included in the original proposal and contract, we do not need a new signed contract. To perform the roll-forward valuation, all we will need from you is:

- Your June 30, 2020 year-end Audit Report/CAFR once it is available
- Your annual asset statement for the year ending June 30, 2020 (for funded plans only)

If you prefer Option 2, please let us know, and we will be happy to provide a new proposal and contract for the new full valuation.

See the following page if you would like more information regarding the difference between a full valuation and roll-forward valuation and when a full valuation may be needed instead of a roll-forward valuation.

We appreciate having the opportunity to help you meet your OPEB accounting needs!

Sincerely,



Geoffrey L. Kischuk  
Actuary  
gkischuk@totcomp.com



Will Kane  
Actuary  
wkane@totcomp.com

## GASB 74/75 Full Valuation vs. Roll-Forward Valuation

GASB 74/75 require annual measurements of liability with a full actuarial valuation required every two years. This means that for the measurement date one year following a full actuarial valuation, a streamlined “roll-forward” valuation may be performed in place of a full valuation. The following outlines the key differences between full and roll-forward valuations.

	Full Actuarial Valuation	Roll-Forward Valuation
Collect New Census Data	Yes	No
Reflect Updates to Plan Design	Yes	No
Update Actuarial Assumptions	Yes	Typically Not
Update Valuation Interest Rate	Yes	Yes
Actual Assets as of Measurement Date	Yes	Yes
Timing	4-6 weeks after information is received	1-2 weeks after information is received
Fees	Full	Reduced
Information Needed from Employer	Moderate	Minimal
Required Frequency	At least every two years	Each year, unless a full valuation is performed

The majority of employers use an alternating cycle of a full valuation one year followed by a roll-forward valuation the next year. However, a full valuation may be required or preferred under certain circumstances. Following are examples of actions that could cause the employer to consider a full valuation instead of a roll-forward valuation.

- The employer considers or puts in place an early retirement incentive program.
- The employer considers or implements changes to retiree benefit provisions or eligibility requirements.
- The employer adds or terminates a group of participants that constitutes a significant part of the covered group.
- The employer desires the measured liability to incorporate more recent census data or assumptions.



- Consent
- Information/Discussion
- Action/Discussion

**SUBJECT:** Contract for Service with Linda Shingu, Speech and Language Specialist, Speech and Language Services

**DATE:** January 7, 2021

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

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**RECOMMENDATION:**

The District Administration recommends the Board review and approve a contract for services with Linda Shingu, Speech and Language Specialist, Speech and Language Services to provide students on Individual Education Plans (IEPs) with compensatory speech and language therapy sessions.

**BACKGROUND:**

School district requires the provision of compensatory speech and language therapy sessions to students on IEPs that attended extended school year 2020.

**INFORMATION:**

Due to staffing shortage during extended school year 2020, the district was not able to provide speech and language services to students on IEPs. Parents received a Prior Written Notice (PWN) dated informing them that speech-language therapy would not be received during ESY 2020 and that missed services will be appropriately made up during the 2020-2021 school year. Our school district speech and language therapists have made every effort to make up as many sessions as they could fit into their schedules, but given the limitations and complexities of providing virtual therapy, it is projected that we are in need of additional assistance to make up all compensatory sessions that our students are entitled to receive.

**FISCAL IMPACT:**

Previously budgeted under contracted services for the Central Coast Kids and Families contract which is null and void as of December 30, 2020.

Funds being redirected to cover the cost of this contract.

\$10,800

435 Hillcrest Avenue

Pacific Grove, CA 93950

CONTRACT FOR SERVICES

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

This contract is an agreement between the Pacific Grove Unified School District and Linda Shingu, SLP for services rendered as specified below.

1. **Scope of Service:**

To provide: Speech and Language Therapy Services for students on Individualized Education Plans who are owed compensatory sessions from 2020 extended school year.

2. **Evaluation and/or expected outcome(s)**

A qualified Speech and Language Therapist will provide Speech therapy services as per students' Individualized Education Plans.

3. **Length of the Contract:**

January 4, 2021 through May 28, 2021

4. **Financial Consideration:**

108 hours of Speech and Language therapy services at \$100 an hour totaling \$10,800

School Funding Source: 01- 6500- 0- 5750- 1180- 5800- 00- 000- 2375- 0740

Consultant: Linda Shingu, SLP

Address: P.O. Box 3164 Monterey, CA 93942

Signed \_\_\_\_\_ Date \_\_\_\_\_
Independent Consultant \*

Signed \_\_\_\_\_ Date \_\_\_\_\_
Site/Program Administrator – (Check appropriate box below)

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

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

Signed \_\_\_\_\_ Date \_\_\_\_\_
Director of Human Resources

Signed \_\_\_\_\_ Date \_\_\_\_\_
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

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

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

\_\_\_\_\_  
District/Site Administrator

\_\_\_\_\_  
Date

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

**SUBJECT:** Designation of Committee Representatives

**DATE:** January 7, 2021

**PERSON RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board approve Trustee Cristy Dawson to represent Pacific Grove Unified School District on the Monterey County School Board Executive Committee.

**BACKGROUND:**

Each year at the Organization Board meeting the Board designates a Trustee to be the District Liaison on the Monterey County School Board Executive Committee. Trustee Dawson has been the liaison, and was unable to attend the Organizational Board meeting on December 17, 2020. The Board directed Administration to bring the item back when Trustee Dawson was present to accept the designation.

**FISCAL IMPACT:**

None.

- Consent  
 Action/Discussion  
 Information/Discussion  
 Public Hearing

**SUBJECT:** Pacific Grove High School Course Catalog for the 2021-22 School Year

**DATE:** January 7, 2021

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Course Catalog for Pacific Grove High School for the 2021-22 school year.

**BACKGROUND:**

Each year, the Certificated Staff at Pacific Grove High School reviews the course descriptions, pre-requisites, and course offerings prior to student registration held in January. Courses are revised according to State standards and/or changing curriculum needs. In addition, courses that have had traditionally low turnout may be eliminated and replaced with courses that are deemed to be of more interest. The course catalog is designed with the assumption that some courses will not end up being offered due to a lack of student interest or conflicts. At registration, student signups will be used as criteria in deciding the final course offerings.

**INFORMATION:**

The course catalog has been updated in the following areas:

- Change of name from course bulletin to the course catalog
- Formatting and organization
- Consistent language throughout
- Created hyperlinks embedded in the document
- Created hyperlinks to UC, CSU and MPC in the document
- Removal of artificial barriers under the prerequisites
- Updated course descriptions throughout the catalog

**FISCAL IMPACT:**

Assuming that there is no significant increase in students for the 2021-22 school year, we anticipate no negative fiscal impact.

There is a possibility given the additional funding gained through dual-enrollment courses, that there could be a potential increase in income if additional courses of this nature are added. Additionally, the potential use of Career Technical Education Incentive Grant to fund additional sections gives the possibility of added course offerings without the commensurate costs.

# PACIFIC GROVE HIGH SCHOOL



# COURSE CATALOG 2021-2022

To view a copy of the Course Catalog online:  
[pghigh.pgusd.org/counseling](http://pghigh.pgusd.org/counseling)

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# COURSE SELECTION

The PGHS Course Catalog will help you select courses that are the best fit for you and your future goals. As you make your choices for the upcoming school year, please consider the following suggestions:

- **Use the graduation requirements** to confirm which courses you have completed and determine what courses you still need to complete to earn a Pacific Grove High School diploma.
- **Select courses that are interesting to you and support your future goals.** You are a unique individual and student, and your schedule should reflect that.
- **Consider college entrance requirements** in making your choices. Even if you are undecided about college now, enroll in classes that challenge you and keep your future options open by planning a schedule that is UC A-G eligible.
- **Please refer to the UC A-G Course List** as verification that the PGHS course designation meets your postsecondary goals here: [Pacific Grove High School A-G Course List](#)
- **Involve your parents/guardians** in your decision-making process.
- **Discuss your academic plans with your grade level counselor.**
- **Consult with your current teachers** about their recommendations for your classes next year.

PGHS and UC A-G Requirements Comparison		
	<b>PGHS Requirement</b>	<b>Minimum A-G Requirement</b>
History/Social Science	4 year-long courses	A. 2 years required
English	4 year-long courses	B. 4 years required
Mathematics	2 year-long courses	C. <b>3 years required (through IM3)</b> <input type="checkbox"/> 4 years recommended
Science	2 year-long courses	D. <b>2 years required</b> <input type="checkbox"/> 3 years recommended
Language Other than English (LOTE)	1 year-long course in LOTE <b>OR</b> VAPA	E. <b>2 years required</b> <input type="checkbox"/> 3 years recommended
Visual and Performing Arts (VAPA)	1-year long course in VAPA <b>OR</b> LOTE	F. 1 year required
Electives	8 year-long courses	G. 1 year additional A-G course required
Physical Education	2 year-long courses	
Minimum grade for credit	“D-” Grade	“C-” Grade
Credits required	230 credits required for graduation	A minimum of 15 year-long college preparatory a-g approved courses
Community Service	48 hours	



# ENTRANCE REQUIREMENTS FOR COLLEGE

## UNIVERSITY OF CALIFORNIA

For graduating seniors, the University of California offers postsecondary education at nine undergraduate campuses. Admission to the UC system is based on a minimum 3.0 GPA and a 14 point evaluation process called the Comprehensive Review. This review process considers student involvement and leadership, extracurricular activities, quality of the senior year, the inclusion of and performance in A-G courses beyond the required minimum, and responses to four Personal Insight Questions. For more information regarding UC admissions, please visit:

### [Freshman requirements | UC Admissions](#)

UC Berkeley

UC Davis

UC Irvine

UC Los Angeles

UC Merced

UC Riverside

UC San Diego

UC Santa Barbara

UC Santa Cruz

## CALIFORNIA STATE UNIVERSITY

The California State University system has 23 campuses offering a wide range of majors to prepare students for careers post-graduation. Admission to the CSUs is determined using a formula called the Eligibility Index, which is calculated using student GPA in their A-G coursework and SAT/ACT scores. The minimum GPA for acceptance is 2.0. For more information regarding CSU admissions, please visit:

### [Cal State Apply | CSU Admissions](#)

CSU Bakersfield

CSU Channel Islands

Chico State

CSU Dominguez Hills

Cal State East Bay

Fresno State

Cal State Fullerton

Humboldt State

Cal State Long Beach

Cal State LA

Cal Maritime

CSU Monterey Bay

CSU Northridge

Cal Poly Pomona

Sacramento State

Cal State San Bernardino

San Diego State

San Francisco State

San Jose State

Cal Poly San Luis Obispo

CSU San Marcos

Sonoma State

Stanislaus State

## PRIVATE COLLEGES/OUT OF STATE PUBLIC SCHOOLS/UNIVERSITIES

### ABROAD

As of 2020, there were over 5,000 colleges and universities in the United States. While most private colleges and out of state public schools expect students to satisfy a similar course of study as the University of California A-G requirements, students must confirm the individual admissions requirements for schools they plan to apply to outside of the UC/CSU system.

# UC/CSU APPROVED A-G COURSES

## PACIFIC GROVE HIGH SCHOOL A-G COURSE LIST

### Area A: History/Social Science

World Geography  
 World History  
 U.S. History  
 Government  
 AP Human Geography ★  
 AP World History ★  
 AP U.S. History ★  
 AP Government ★

### Area B: English

English 1  
 English 2  
 English 3  
 English 4  
 Honors English 1  
 Honors English 2  
 Honors English 3 ★  
 Expository Reading & Writing (ERWC)  
 AP English Language and Composition ★  
 AP English Literature & Composition ★

### Area C: Mathematics

Integrated Math 1  
 Integrated Math 2  
 Honors Integrated Math 2  
 Integrated Math 3  
 Honors Integrated Math 3/Trigonometry  
 Pre-Calculus  
 Probability and Statistics  
 AP Calculus AB ★  
 AP Calculus BC ★  
 AP Computer Science A ★  
 AP Statistics ★

### Area D: Science

Biology  
 Physics  
 Chemistry  
 Honors Chemistry  
 Anatomy/Physiology  
 AP Environmental Science ★  
 AP Physics C: Mechanics ★

### Area E: Language Other than English

Spanish 1  
 Spanish 2  
 Spanish 3  
 Spanish 4  
 AP Spanish Language & Culture ★  
 French 1  
 French 2  
 French 3  
 French 4  
 AP French Language & Culture ★

### Area F: Visual & Performing Arts

2D Design  
 Advanced 2D Design  
 Drawing & Painting  
 Advanced Drawing & Painting  
 3D Design  
 Advanced 3D Design  
 Photography 1  
 Drama  
 Advanced Drama  
 Marching/Concert Band  
 String Orchestra  
 Guitar  
 Culinary Arts 1  
 Culinary Arts 4  
 Culinary Arts 1B: Fundamentals of Baking  
 AP 2-D Art and Design: 2D, 3D, or Drawing ★  
 AP 2-D Art and Design: Photography ★

### Area G: Elective

Leadership  
 Introduction to Computer Science  
 Psychology  
 AP Psychology ★  
 Healthcare Occupations  
 Therapeutic Services  
 Economics  
 AVID 12

★UC A-G Honors Course with a weighted GPA

## MONTEREY PENINSULA COLLEGE (MPC)

MPC offers over 100 degree and certificate programs to provide career and technical training and prepare students for transfer to four-year institutions.

California Community Colleges are the largest provider of workforce training in the nation, serving more than two million students annually at 116 colleges across the state. Career Education programs are taught by instructors and expert professionals, providing hands-on training while building the comprehensive skill sets needed for success in the jobs of today and well into the future. For more information regarding MPC degree and certificate programs please visit:

### [MPC Degrees and Programs](#)

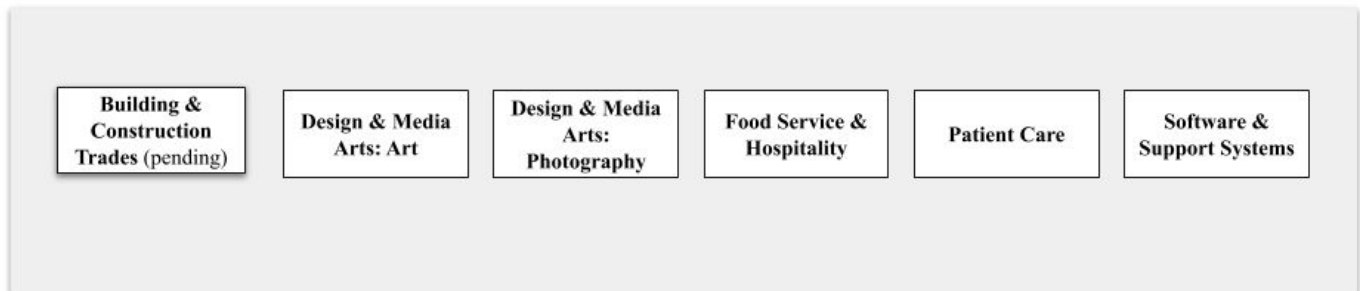
Additionally, MPC offers a Transfer Admissions Guarantee (TAG) to six of the UC campuses and the [A Degree With a Guarantee](#) program to assist students with simplified transfers to the CSU campuses. For more information regarding MPC admissions, please visit:

### [MPC Admissions](#)

## PGHS CAREER TECHNICAL EDUCATION

Pacific Grove High School's Career Technical Education (CTE) pathways offer students the ability to earn industry relevant certifications and obtain college credit from our dual enrolled Monterey Peninsula College courses. Students who complete a pathway are viewed by UCs, CSUs, and the California Department of Education as being College and Career Ready.

### **CTE COURSE OFFERINGS & PATHWAYS**



*Which pathway is right for you?*

## [EXPLORE PGHS CAREER TECHNICAL EDUCATION](#)

## COURSE SELECTION

Students will submit course requests for the following school year each January. Students are encouraged to thoughtfully consider the balance of their course requests to include the number of AP/Honors courses requested, demands of extracurricular activities, and time for family and social activities. The PGHS Master Schedule will be created based on student course requests. Therefore, students who request changes later in the Spring term may not get their preferred schedule.

## COURSE LOAD

Freshmen and sophomores students are required to enroll in a minimum of six classes each semester. Freshman must include the following core courses in their schedules: English, History, Science, Math, and P.E. Sophomore students must enroll in the following core courses: English, History, Science, and Math. Only freshmen and sophomores who are enrolled in seven classes will be scheduled in an optional first period class. Freshmen and sophomores students will not be scheduled for an early release. All freshmen and sophomore students who are enrolled in six classes will begin their regularly scheduled day with Period 2.

Juniors are required to take at least six classes per semester. Juniors concurrently enrolled in an MPC course may take five PGHS classes with counselor approval and confirmation of community college class registration.

Seniors are required to take at least five classes per semester. Seniors concurrently enrolled in an MPC course may take four PGHS classes with counselor approval and confirmation of community college class registration.

Both juniors and seniors are permitted to request either an Open 6<sup>th</sup> **OR** Open 7<sup>th</sup> period *if* scheduling allows. **An unscheduled period is not guaranteed.**

## CHANGING, ADDING, OR DROPPING CLASSES:

When students receive their final schedules in August, limited schedule changes can be made. Class schedule changes will be made for the following reasons only:

- A class is needed for graduation
- An assigned class has already been completed
- The student does not have a complete schedule
- To balance class size

Unacceptable reasons for a class change:

- Requesting a different period
- Requesting to be in a class with a friend
- Requesting a different teacher

## **DROPPED CLASS(ES):**

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee due to extenuating circumstances (**Board Policy #5121**). Please refer to the PGHS Calendar for end of quarter dates. Students must consult with their Counselor regarding a drop and obtain a parent signature on the PGHS Drop Form. Additionally, students may withdraw from a year-long class at the semester with parent approval.

## **ONLINE COURSES**

If a student chooses to supplement their PGHS coursework with an additional online high school class, it is the responsibility of the student to confirm that the online school is accredited and the coursework is UC A-G eligible. Students are required to arrange proctoring of online exams with the educational institution providing the course.

## **SUMMER SCHOOL CREDITS/CREDIT RECOVERY**

PGHS Summer School uses the Edmentum online program as its accredited curriculum for credit recovery.

- Edmentum courses may be used for Credit Recovery only. Edmentum courses may not be used to take a class for original credit unless specifically authorized by a Counselor in an exceptional circumstance.
- Edmentum grades will be reflected on the PGHS transcript. Students with a failing grade who repeat a course through Edmentum and earn a grade of D- or higher may use their new Edmentum grade to become eligible for sports and/or extra-curricular activities.
- A student may take no more than 20 credits (4 semesters) of Edmentum coursework to meet PGHS graduation requirements unless otherwise approved by the Counselor in an exceptional circumstance.

## **COLLEGE CLASSES FOR HIGH SCHOOL CREDIT**

Students who choose to take college classes during high school may do so under the following guidelines:

- Students can enroll in MPC courses at PGHS that have been approved by the College & Career Access Pathway (CCAP) agreement with MPC. These courses provide the opportunity for high school students to earn college credit while attending MPC courses on the PGHS campus. There are no tuition or course fees for our CCAP approved courses.
- Students may also take MPC Dual Enrollment classes on the MPC campuses or at MPC online. There are no tuition fees for these courses. Students interested in taking an MPC course during the summer or after school should apply online to MPC and complete the Dual Enrollment for Students in Grades 6-12 Form. Please visit the MPC Dual Enrollment page for more information: [Dual Enrollment for Grades 6-12 \(Concurrent Enrollment\)](#)
- All three-credit classes at the college level will be worth ten high school credits.
- All Dual Enrollment courses are college courses and recorded on the student's permanent college transcript.
- Students must request that MPC send official transcripts to the high school in order for the MPC courses to be added to their high school transcripts.
- Courses completed at MPC that are comparable to Honors or AP courses currently offered at PGHS during the same semester will be weighted accordingly on the PGHS transcript.

# INTERSCHOLASTIC SPORTS/ACTIVITIES

We encourage all PGHS students to participate in interscholastic sports and/or extracurricular activities during high school. Students must meet the district and California Interscholastic Federation (CIF) participation eligibility requirements to participate in competition. For an updated list of student clubs, please visit our PGHS website at:

[Pacific Grove High School - Clubs](#)

## FALL SPORTS

Cross Country  
Football  
Girls Golf  
Girls Tennis  
Girls Volleyball  
Water Polo

## WINTER SPORTS

Basketball  
Soccer  
Wrestling

## SPRING SPORTS

Baseball  
Boys Golf  
Boys Tennis  
Lacrosse  
Softball  
Swimming/Diving  
Track and Field

## EXTRA-CURRICULAR ACTIVITIES

Students can earn up to 10 elective credits towards high school graduation participating in CIF interscholastic sports and/or extracurricular activities. Students will receive 2.5 credits and a grade of P per season or activity for each of the following extracurricular activities. Once a student reaches the maximum 10 credits for extracurricular activities, the activity will continue to be listed on the transcript with a grade of P without additional credits.

ASB/Student Government  
Cheerleading  
Chorus

Dance Team  
Mock Trial  
Musical

Play Production  
Robotics  
Teacher's Assistant (TA)

## NCAA APPROVED COURSE LIST

World Geography  
World History  
U.S. History  
Economics  
Government  
AP Human Geography  
AP World History  
AP U.S. History  
AP Government  
English 1  
English 2  
English 3  
English 4  
Honors English 1  
Honors English 2  
Honors English 3  
ERWC

AP English Language  
AP English Literature  
Integrated Math 1  
Integrated Math 2  
Honors Integrated Math 2 (pending)  
Integrated Math 3  
Honors Integrated Math 3  
PreCalculus (pending)  
Probability and Statistics  
AP Statistics  
AP Calculus AB  
AP Calculus BC (pending)  
AP Computer Science A (pending)  
Biology  
Earth & Space Systems  
Physics  
Chemistry

Honors Chemistry  
Anatomy/Physiology  
AP Environmental Science  
AP Physics C: Mechanics  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4  
AP Spanish  
French 1  
French 2  
French 3  
French 4  
AP French

# HISTORY/SOCIAL SCIENCE

## UC/CSU APPROVED COURSES

### A REQUIREMENT

- Four year-long courses in World Geography, World History, U.S. History, and Government/Economics are required for PGHS graduation.
- To apply to the UC or CSU campuses, two years of college-preparatory history/social science are required, including: one year of world history, cultures or historical geography, and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Grade 9	World Geography	AP Human Geography
Grade 10	World History	AP World History
Grade 11	U.S. History	AP U.S. History
Grade 12	Government/Economics	AP Government/Economics

<b>COURSE</b>	<b><u>WORLD GEOGRAPHY</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area A
<b>PREREQUISITE</b>	None
<b>GRADE LEVEL</b>	9
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	This course will develop the basic themes of physical, cultural and political geography with an emphasis on domestic and international current events. World geographic and historical issues, world cultures, and place identification will also be emphasized. Study skills such as time management, organization, note taking, and research skills will be a focus of this course.

<b>COURSE</b>	<b><u>AP HUMAN GEOGRAPHY</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area A ★
<b>PREREQUISITE:</b>	Grade of C- or higher in previous History and English classes Recommended: Grade of B or higher in previous History and English classes
<b>GRADE LEVEL</b>	9 This course is also open to 10 <sup>th</sup> –12 <sup>th</sup> grade students to need fulfill the World Geography graduation requirement.
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	This course is a college-level freshman class where students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. The content of an AP Human Geography course helps students develop critical thinking skills through the understanding, application, and analysis of the fundamental concepts of geography. Students will meet the five college-level goals as determined by the National Geographic Standards using college level materials. This rigorous course requires a high level of reading, writing, and analysis skills. Study skills such as time management, organization, note taking, and research skills will be an early focus of this course. Students will prepare for the AP Human Geography examination. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy.

COURSE	<b><u>WORLD HISTORY</u></b>
FULFILLS	UC/CSU Subject Area A
PREREQUISITE	None
GRADE LEVEL	10
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This survey course meets the 10 <sup>th</sup> Grade World History requirement. It will include a selective study of the major political and social developments, and of individuals who played significant roles, in the time period from the mid-1700s up to the present. Units of study include a brief review covering 6 <sup>th</sup> and 7 <sup>th</sup> Grade World History, the Enlightenment, the Age of Revolutions, the Industrial Revolution, Nationalism & Imperialism, the First World War and Russian Revolution, Totalitarianism & World War II, and the Postwar World.
COURSE	<b><u>AP WORLD HISTORY</u></b>
FULFILLS	UC/CSU Subject Area A ★
PREREQUISITE	Grade of C- or higher in previous History and English classes Recommended: Grade of A in World Geography or B- or higher in AP Human Geography AND a Grade of A in English 1 or a B- or higher in Honors English 1
GRADE LEVEL	10
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Advanced Placement World History is a college-level course covering the modern period from about 1200 to the present. AP World History is fast-paced, challenging, and requires a very high level of reading and writing skill. Students in AP World History should expect heavy college-level reading assignments and should be prepared to develop and demonstrate in writing analytical skills such as comparison and contrast, change over time, and understanding of primary source documents. Students will prepare for the AP World History examination. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy.
COURSE	<b><u>UNITED STATES HISTORY</u></b>
FULFILLS	UC/CSU Subject Area A
PREREQUISITE	None
GRADE LEVEL	11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course will examine major turning points in American history in the twentieth century. Understanding that certain themes prevail in modern American history including: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students will learn to assess historical materials and current events- their relevance to a given problem, their reliability and their importance-and to weigh the evidence and interpretations presented in historical scholarship. This class will have a consistent reading schedule and pace that will cover 20 <sup>th</sup> /21 <sup>st</sup> century United States History.





# ENGLISH

## UC/CSU APPROVED COURSES

### **B** REQUIREMENT

- Four year-long English courses are required for PGHS graduation.
- To apply to the UC or CSU campuses, four years of college-preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences.

Grade 9	English 1	Honors English 1
Grade 10	English 2	Honors English 2
Grade 11	English 3	Honors English 3
Grade 11		AP English Language
Grade 12	English 4	
Grade 12	ERWC Expository Reading & Writing	AP English Literature

<b>COURSE</b>	<b><u>ENGLISH 1</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area B
<b>PREREQUISITE</b>	None
<b>GRADE LEVEL</b>	9
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	English 1 is designed to prepare 9th grade students for admittance to and academic success in a four-year college or university. As such, this course focuses on critical thinking in the areas of reading, writing, and literature, as well as oral academic language and collaborative group work. Students will also learn the proper use of English grammar and diction. Written assignments in the form of literary analysis will be given both inside and outside of class. This class will also cover basic grammar and increase student's fluency with vocabulary.

<b>COURSE</b>	<b><u>HONORS ENGLISH 1</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area B
<b>PREREQUISITE</b>	Grade of C- or higher in previous English Class Recommended: Grade of B- or higher in previous English class Advanced scores on the 8th grade writing placement essay
<b>GRADE LEVEL</b>	9
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	Honors English 1 is designed to meet the needs of ninth grade students planning to take other advanced classes at PGHS and to prepare students for university level work. This demanding and challenging class places emphasis on analytical reading, expository writing, critical thinking, cooperative learning, and in depth interpretation of the four genres of literature: the novel, the play, poetry and short story. Honors English 1 moves at a rapid pace and expects students to work independently to be prepared for class discussions. This course stresses the in-depth development of critical writing and thinking skills, along with the application of grammar and vocabulary skills to their writing.

COURSE	<b><u>ENGLISH 2</u></b>	ACTION/DISCUSSION A
FULFILLS	UC/CSU Subject Area B	
PREREQUISITE	None	
GRADE LEVEL	10	
LENGTH	1 year	
CREDIT	5 credits per semester	
DESCRIPTION	English 2 students will develop skills in understanding literature by reading a variety of novels, both classic and contemporary, developing their ability to analyze literature and make connections to current issues. They will also read nonfiction articles/editorials and speeches from a variety of sources in order to develop their critical reading skills. along with rhetorical analysis writing. These skills will serve as the foundation for learning how to build arguments and to write argumentatively. Written assignments in the form of literary analysis will be given both inside and outside of class. Students in this class will also cover basic grammar and will increase student's fluency with vocabulary.	

COURSE	<b><u>HONORS ENGLISH 2</u></b>
FULFILLS	UC/CSU Subject Area B
PREREQUISITE	Grade of C- or higher in previous English class Recommended: Grade of B- or higher in Honors English 1 or grade of A- in English 1
GRADE LEVEL	10
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Honors English 2 is a rigorous course designed for advanced, college-bound students. Students will read a variety of complex and challenging nonfiction and literary fiction, developing their ability to analyze a variety of texts and make connections to current issues, along with connections to historical events they are learning in world history class. This course stresses the in-depth development of critical writing and thinking skills, along with the application of grammar and vocabulary skills to their writing.

COURSE	<b><u>ENGLISH 3</u></b>
FULFILLS	UC/CSU Subject Area B
PREREQUISITE	None
GRADE LEVEL	11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	English 3 students will develop skills in understanding literature by reading a variety of novels, both classic and contemporary. They will also read non-fiction articles from contemporary news sources, and use these to develop their critical reading skills and argument writing surrounding current issues. Students should expect, approximately, to read one or two novels and write two essays per quarter. The class will also cover basic grammar and increase students' fluency with vocabulary.

COURSE	<b><u>HONORS ENGLISH 3</u></b>
FULFILLS	UC/CSU Subject Area B ★
GRADE LEVEL	11
LENGTH	1 year
PREREQUISITE	Grade of C- or higher in previous English class Recommended: Grade of B- or higher in Honors English 2 or grade of A- in English
CREDIT	5 credits per semester
DESCRIPTION	Honors English 3 is a rigorous course designed for advanced college bound students, including those who may desire to take AP Literature in their senior year. Students will read a variety of

complex and challenging literary fiction, developing their ability to analyze literature and make connections to current issues. They will also read non-fiction ranging from news articles to scientific journal publications, developing critical reading skills and argument writing skills. Students should expect, approximately, to read two novels, write two essays, and write two literary analysis paragraphs per quarter, along with application of grammar and vocabulary skills to their writing.

**COURSE** **AP ENGLISH LANGUAGE**  
**FULFILLS** UC/CSU Subject Area B ★  
**PREREQUISITE** Grade of C- or higher in previous English class  
 Recommended: Grade of B- or higher in Honors English 2, or grade of A- in English 2  
**LEVEL** 11  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Writing and reading activities are designed to build students' awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The writing focus for this course will be argument, synthesis, and rhetorical analysis essays. Support will be given to assist students in improving performance on timed writing tasks. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy.

**COURSE** **AP ENGLISH LITERATURE**  
**FULFILLS** UC/CSU Subject Area B ★  
**PREREQUISITE** Grade of C- or higher in previous English class  
 Recommended: Grade of B- or higher in Honors English 3 or AP Language  
 Grade of A- or higher in English 3  
**GRADE LEVEL** 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** Advanced Placement English Literature is a college level course offered to highly motivated students who show unusual skill in literature and composition. Over the length of the course students will cultivate their understanding of literature through rich classroom discussion and in depth analysis of various literary texts. This heavily writing based course will prepare students for success in university level work. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy.

**COURSE** **EXPOSITORY READING AND WRITING (ERWC)**  
**FULFILLS** UC/CSU Subject Area B  
**PREREQUISITE** A-G eligible or teacher recommendation  
**GRADE LEVEL** 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** Expository Reading and Writing (ERWC) is a rigorous, rhetorically based, full-year college preparatory English course for high school seniors intending to enroll in a four year college. The course's modules, which include a wide variety of nonfiction, college-level texts and some literature, emphasize the in-depth study of analytical and argumentative reading and

writing. Mentor-texts are read independently in order to foster rich classroom discussion, and serve as models for writing that moves beyond the traditional five-paragraph essay. Students will analyze the interplay of rhetorical devices, vocabulary, and grammar in rich, diverse texts, and then use these same elements in their own expository and persuasive writing.

**COURSE** **ENGLISH 4**  
**FULFILLS** UC/CSU Subject Area B  
**PREREQUISITE** None  
**GRADE LEVEL** 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** This class is designed to prepare 12th grade students for success after high school in both work and college environments. As such, this course focuses on critical thinking in the areas of reading, writing, and literature, as well as oral academic language and collaborative group work. Students can expect to read one full-length novel per semester, as well as many smaller, non-fiction articles. Writing expectations include one argument essay per semester, a creative project per novel, and more “real world” applications like the resume and cover letter in preparation for mock interviews. Students will also learn the proper use of English grammar and diction. Technology will frequently be used to engage students and support learning.

**COURSE** **ENGLISH LANGUAGE DEVELOPMENT (ELD)**  
**FULFILLS** UC/CSU Subject Area B (For no more than 1 year)  
**PREREQUISITE** Non-native speaker of English and overall score of 1-3 on ELPAC (English Language Proficiency Assessments for California)  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** ELD is an instructional program for students who are developing proficiency in English. The four domains of language (speaking, listening, reading, and writing) are taught with a focus on academic uses. Students learn to use English effectively in both social and academic settings. Successful completion: Students will progress through the proficiency levels until they meet criteria for re-designation.

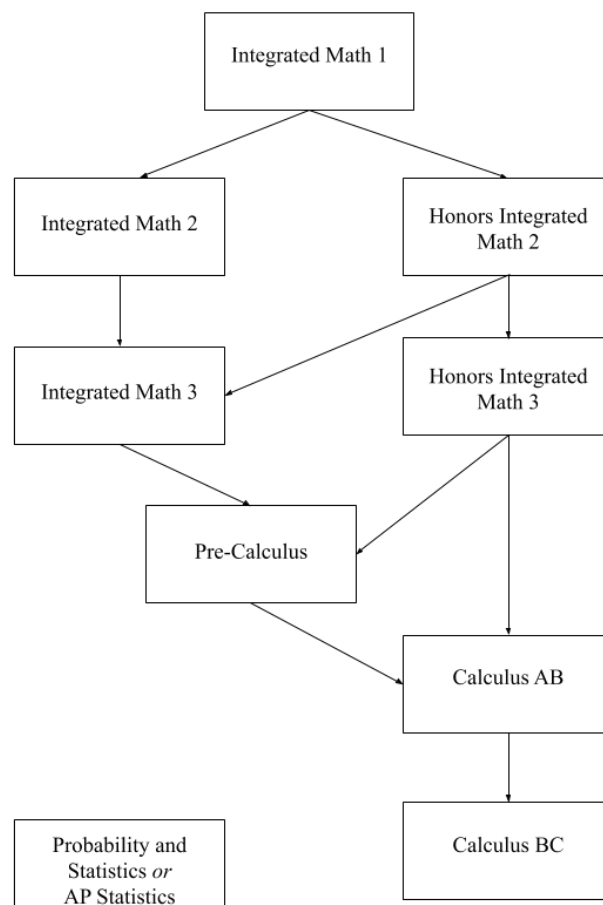
# MATHEMATICS

## UC/CSU APPROVED COURSES

### C REQUIREMENT

- Two years of mathematics, which must include Integrated Math 2 or an equivalent course, are required for PGHS graduation.
- To apply to the UC or CSU campuses, three years of college-preparatory mathematics are required (four years are strongly recommended), including or integrating topics that cover elementary and advanced algebra and two- and three-dimensional geometry.

## MATHEMATICS COURSE OFFERINGS & PATHWAYS



*Note: Students may take Probability and Statistics or AP Statistics any time after completing Integrated Math 3 or Honors Integrated Math 3*

PGHS Math Department Recommendation: Online courses in mathematics at any level are generally discouraged. Because PGHS math courses are integrated, Monterey Peninsula College (MPC) and online courses of traditional Algebra 1 and Geometry are not recognized as equivalent courses of Integrated Math 1 and Integrated Math 2, respectively.

COURSE  
FULFILLS  
PREREQUISITE  
GRADE LEVEL  
LENGTH  
CREDIT  
DESCRIPTION

**INTEGRATED MATH 1**

UC/CSU Subject Area C

None

9, 10, 11

1 year

5 credits per semester

Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Integrated Math I focuses on exploring, discussing, and understanding the concepts of:

1. Systems of Equations and Inequalities
2. Arithmetic and Geometric Sequences
3. Linear and Exponential Functions
4. Features of Functions
5. Congruency, Constructions, and Proofs
6. Connecting Algebra and Geometry
7. Modeling Data

ACTION/DISCUSSION A

COURSE  
FULFILLS  
PREREQUISITE  
GRADE LEVEL  
LENGTH  
CREDIT  
DESCRIPTION

**INTEGRATED MATH 2**

UC/CSU Subject Area C

Grade of D- or higher in Integrated Math 1

9, 10, 11, 12

1 year

5 credits per semester

Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Integrated Math 2 focuses on exploring, discussing, and understanding the concepts of:

1. Quadratics Functions
2. Structures of Expressions
3. Quadratic Equations
4. Absolute Value and Exponential Functions
5. Geometric Figures
6. Similarity and Right Triangle Trigonometry
7. Circles from a Geometric Perspective
8. Probability

COURSE  
FULFILLS  
PREREQUISITE  
GRADE LEVEL  
LENGTH  
CREDIT  
DESCRIPTION

**HONORS INTEGRATED MATH 2**

UC/CSU Subject Area C

Grade of C- or higher in Integrated Math 1

Recommended: Grade of A in Integrated Math 1

9, 10, 11, 12

1 year

5 credits per semester

Honors Integrated Math 2 continues the study of geometry and algebra, though at a much faster pace and with more rigor than Integrated Math 2. Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Honors Integrated Math 2 focuses on exploring, discussing, and understanding the concepts of:

1. Quadratics Functions
2. Structures of Expressions
3. Quadratic Equations
4. Absolute Value and Exponential Functions
5. Geometric Figures
6. Similarity and Right Triangle Trigonometry

7. Circles from a Geometric Perspective
8. Probability
9. Linear and Quadratic Functions and their Transformations
10. Polynomial Functions

<b>COURSE</b>	<b><u>INTEGRATED MATH 3</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area C
<b>PREREQUISITE</b>	Grade of D- or higher in Integrated Math 2 Recommended: C- or higher in Integrated Math 2
<b>GRADE LEVEL</b>	9, 10, 11, 12
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	Addressing both the Mathematical Practices and Content standards associated with the High School Common Core, Integrated Math 2 focuses on exploring, discussing, and understanding the concepts of: <ol style="list-style-type: none"> <li>1. Functions and their Inverses</li> <li>2. Logarithmic Functions</li> <li>3. Polynomial Functions</li> <li>4. Rational Expressions and Functions</li> <li>5. Modeling with Geometry</li> <li>6. Trigonometric Functions</li> <li>7. Sequences and Series</li> <li>8. Modeling with Functions</li> <li>9. Statistics</li> <li>10. Transformations of Functions</li> </ol>

<b>COURSE</b>	<b><u>HONORS INTEGRATED MATH 3/TRIGONOMETRY</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area C
<b>PREREQUISITE</b>	Grade of C- or higher in Honors Integrated Math 2 Recommended: Grade of B+ or higher in Honors Integrated Math 2
<b>GRADE LEVEL</b>	9, 10, 11
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	Honors Integrated Math continues the study of algebra as well as trigonometry and topics addressed in a typical Pre-Calculus class. This course moves at a much faster pace and with more rigor than the Integrated Math 3 course. Addressing both the Mathematical Practices and Content Standards associated with the High School Common Core, Honors Integrated Math 3 focuses on exploring, discussing, and understanding the concepts of: <ol style="list-style-type: none"> <li>1. Geometric Modeling</li> <li>2. Linear and Quadratic Functions</li> <li>3. Polynomial Functions</li> <li>4. Rational Exponents and Radical Functions</li> <li>5. Exponential and Logarithmic Functions</li> <li>6. Rational Functions</li> <li>7. Sequences and Series</li> <li>8. Trigonometric Ratios and Functions</li> <li>9. Trigonometric Identities and Formulas</li> <li>10. Data Analysis and Statistics</li> <li>11. Probability</li> <li>12. Limits and Continuity</li> </ol>



COURSE	<b><u>PRE-CALCULUS</u></b>
FULFILLS	UC/CSU Subject Area C
PREREQUISITE	Grade of C- or higher in Honors Integrated Math 3/Trigonometry or Integrated Math 3
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course covers advanced topics in functions, trigonometry, conic sections, sequences and series, polar coordinate systems, and parametric equations. A scientific calculator is required. A graphing calculator is recommended. The appropriate calculator will be provided upon student request.
COURSE	<b><u>AP CALCULUS AB</u></b>
FULFILLS	UC/CSU Subject Area C ★
PREREQUISITE	Grade of C- or higher in Pre-Calculus Recommended: B+ or higher in Honors Integrated Math 3
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course is a college level introductory calculus course designed to enable the student to pass the Advanced Placement Calculus AB exam. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy. An AP graphing calculator is required. The appropriate calculator will be provided upon student request. Juniors enrolling in this course are encouraged to take a fourth year of mathematics to meet the UC A-G course recommendations.
COURSE	<b><u>AP CALCULUS BC</u></b>
FULFILLS	UC/CSU Subject Area C ★
PREREQUISITE	Grade of C- or higher in Calculus AB
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits
DESCRIPTION	This course extends the content learned in Calculus AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, improper integrals, and sequences and series) in the second semester. Our most rigorous course, AP Calculus BC is the equivalent of a second semester of college calculus. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy. An AP graphing calculator is required. The appropriate calculator will be provided upon student request.
COURSE	<b><u>PROBABILITY AND STATISTICS</u></b>
FULFILLS	UC/CSU Subject Area C
PREREQUISITE	Grade of C- or higher in Integrated Math 3 or a grade of C- or higher in Honors Integrated Math 3
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Probability and Statistics introduces students to the major concepts and tools for collecting,

analyzing, and drawing conclusions from data. The course exposes students to four broad conceptual themes: (1) graphing and analyzing data, (2) designing a survey or experimental study, (3) finding probabilities through mathematics as well as through simulations, and (4) making appropriate inferences from data.

**COURSE** **AP STATISTICS**  
**FULFILLS** UC/CSU Subject Area C ★  
**PREREQUISITE** Grade of C- or higher in Integrated Math 3 or a grade of C- or higher in Honors Integrated Math 3  
**GRADE LEVEL** 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** AP Statistics is the equivalent of a one semester, college-level introductory statistics class. The purpose of the class is to introduce students to the basic ideas and skills for collecting, analyzing and drawing conclusions from data. Students should leave the course not only able to interpret and analyze the many statistics they will encounter on a daily basis, but also evaluate the integrity of their use. The course exposes students to four broad conceptual themes: (1) exploring data –observing patterns and departures from patterns, (2) planning a study – deciding what and how to measure, (3) anticipating patterns – producing probability and simulation, and (4) statistical inference – confirming models. Students who take the National Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college’s AP Policy.

**COURSE** **AP COMPUTER SCIENCE A**  
**FULFILLS** UC/CSU Subject Area C ★  
**PREREQUISITE** Grade of C- or higher in Integrated Math 2 with concurrent enrollment in Integrated Math 3  
 Recommended: Grade of B or higher in Integrated Math 3  
**GRADE LEVEL** 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** AP Computer Science A is the equivalent of an introductory, one semester, college level programming course. The course emphasizes programming methodology with a focus on problem solving and algorithm development using the Java programming language. Specific topics include object-oriented design, program design and implementation, algorithm analysis, and standard data structures. Students will tackle long-term, large scale computer programming problems and are expected to take the AP Computer Science A exam in May. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college’s AP Policy. ***This course will be offered in alternate years: 2020-2021, 2022-2023, and 2024-2025.***

**COURSE** **MATHEMATICS SUPPORT**  
**PREREQUISITE** Enrollment in Integrated Math 1  
**GRADE LEVEL** 9, 10, 11  
**LENGTH** 1 year  
**CREDIT** 0 credits per semester  
**DESCRIPTION** Mathematics Support is offered to students concurrently enrolled in Integrated Math 1 to provide them with additional help with the Integrated Math 1 course. This course reviews basic mathematical concepts, reinforces material currently covered in their math class, and previews additional material to help students succeed in Integrated Math 1. Based on their schedules, students may add Mathematics Support at any time during the school year.

<b>COURSE</b>	<b><u>MATH TUTORING</u></b>
<b>PREREQUISITE</b>	Enrollment in any PGHS Math course
<b>GRADE LEVEL</b>	9, 10, 11, 12
<b>LENGTH</b>	1 year
<b>CREDIT</b>	0 credits per semester
<b>DESCRIPTION</b>	Math Tutoring offers drop-in support throughout the school year for students who wish additional assistance with their math class. Students can get help with homework, assistance with specific material, and additional help preparing for upcoming tests. Based on the school schedule, Integrated Math 1 students may attend tutoring in order to retake a test or quiz. Times and locations for tutoring will be announced at the beginning of the school year.

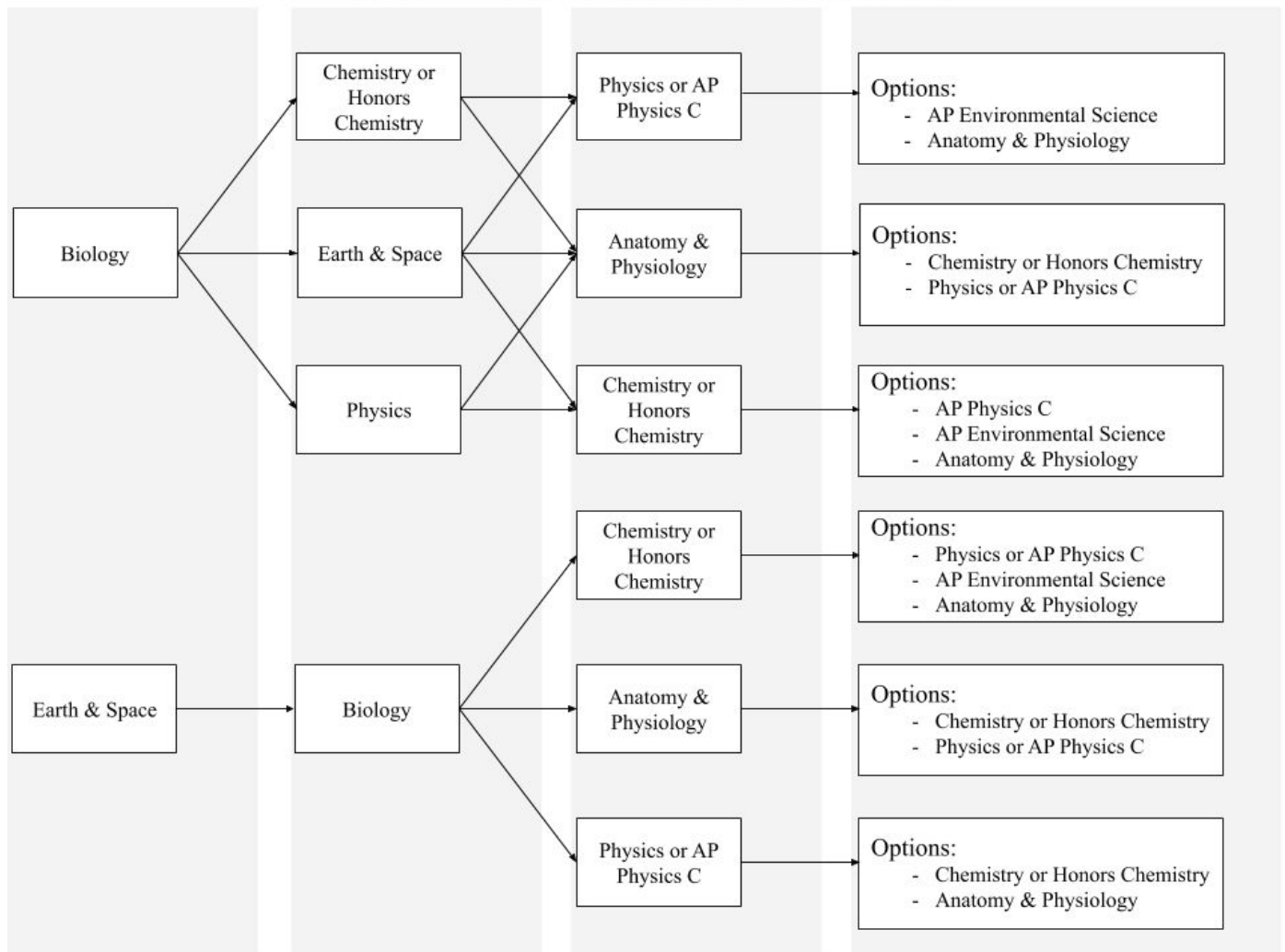
# SCIENCE

## UC/CSU APPROVED COURSES

### D REQUIREMENT

- Two year-long courses, one year of physical science and one year of life science, are required for PGHS graduation.
- To apply to the UC or CSU campuses, two years of college-preparatory science, including fundamental knowledge in two of these three subjects: biology, chemistry, or physics are required (three years are recommended). One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement.

### SCIENCE COURSE OFFERINGS & PATHWAYS



COURSE	<b><u>BIOLOGY</u></b>	ACTION/DISCUSSION A
FULFILLS	UC/CSU Subject Area D	
PREREQUISITE	None	
GRADE LEVEL	9, 10 or teacher recommendation	
LENGTH	1 year	
CREDIT	5 credits per semester	
DESCRIPTION	Biology is the study of life. This course content will include the study of living organisms, their relationships with each other and their physical environment, and the processes they perform in order to develop, grow, repair, and reproduce. Concepts will be taught using a hands-on approach, through laboratory investigations and field studies. This experiential approach will provide a concrete foundation for understanding fundamental concepts of Biology, such as cell theory, photosynthesis, and cellular respiration, genetics, ecology, and environmental human impact.	

COURSE	<b><u>EARTH &amp; SPACE SYSTEMS</u></b>
FULFILLS	UC/CSU Subject Area D
PREREQUISITE	None
GRADE LEVEL	9, 10 or teacher recommendation
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Earth and Space Systems is a laboratory oriented class which is a blend of several different sciences; Geology, Meteorology, and Astronomy. We will be looking more closely at topics such as plate tectonics, astronomy, weather, and climate.

COURSE	<b><u>PHYSICS 1</u></b>
FULFILLS	UC/CSU Subject Area D
PREREQUISITE	Grade of C- or higher in Integrated Math 1
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The first semester of Physics is a study of motion and its mathematical description, energy, and work. The second semester is a study light, waves, electricity and magnetism.

COURSE	<b><u>CHEMISTRY</u></b>
FULFILLS	UC/CSU Subject Area D
PREREQUISITE	Completion of or concurrent enrollment in Integrated Math 2
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The Chemistry course is designed to explore the chemistry of real-world environmental problems through research, experimentation, and discourse. The course will assess possible alternatives that lessen the level of human impact on natural systems. The first semester develops the general principles involved in solutions and chemical reactions through the lenses of water and metals. The second semester focuses on energy in chemical reactions, the nature of gases, and atomic theory in conjunction with fossil fuels, air pollution, and industrial techniques, respectively.

COURSE	<b><u>HONORS CHEMISTRY 1</u></b>	ACTION/DISCUSSION A
FULFILLS	UC/CSU Subject Area D ★	
PREREQUISITE	Completion of or concurrent enrollment in Integrated Math 3	
GRADE LEVEL	10, 11, 12	
LENGTH	1 year	
CREDIT	5 credits per semester	
DESCRIPTION	The Honors Chemistry course is designed to provide the advanced science student with an opportunity to learn chemistry at a higher level and at a faster pace, providing a more in-depth coverage of the topics. The course offers an opportunity for enrichment through the use of advanced math concepts and laboratory work. The first semester develops the general principles involved in solutions and chemical reactions, while exploring the hydrologic cycle and the Earth's lithosphere. The second semester expands on energy in chemical reactions, the nature of gases, acid-base chemistry, and atomic theory in conjunction with the human impacts associated with industrial processes. Students taking Honors Chemistry will be prepared to take the SAT Subject Test in Chemistry.	

COURSE	<b><u>ANATOMY/PHYSIOLOGY</u></b>
FULFILLS	UC/CSU Subject Area D
PREREQUISITE	Grade of C- or higher in Biology
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Anatomy and Physiology is the study of the structures and functions of the human body. The course explores the principles of Biology, Chemistry, and Physics in body homeostasis and disease. The course progresses from anatomical terminology and organization through basic Chemistry and the eleven body systems. Labs include dissection of sheep brains, eyes, and hearts, as well as fetal pigs. Simple experiments, demonstrations, and model building will help students construct a foundation of knowledge in microscopic and macroscopic Anatomy and Physiology.

COURSE	<b><u>AP PHYSICS C: MECHANICS</u></b>
FULFILLS	UC/CSU Subject Area D ★
PREREQUISITE	Completion of or concurrent enrollment in Calculus AB or BC
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course prepares students to take the Advanced Placement Physics C test in mechanics and is the equivalent of a typical first semester college course in physics. Mechanics is the branch of physics that is concerned with quantifying the motion of bodies. Topics include kinematics, Newton's laws of motion, work/energy/power, conservation laws (energy/momentum/angular momentum), circular motion and rotation, oscillations, and gravitation. The lab component of the class builds on experiments done in regular physics with emphasis placed on using computers to model and simulate physical systems. Students will use electronic sensors and data analysis programs to explore relationships among physical quantities. The topic of mechanics will be covered in much greater depth and with a higher level of mathematical sophistication than in the regular physics course. Prospective students should be comfortable with using mathematics to solve problems. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy.

COURSE  
FULFILLS  
PREREQUISITE

**AP ENVIRONMENTAL SCIENCE**

ACTION/DISCUSSION A

UC/CSU Subject Area D ★

Grade of C- or higher in Biology

Grade of C- or higher in Physics, AP Physics or Earth & Space Systems

Grade of C- or higher in Chemistry

Recommended: Honors Chemistry, Grade of B or higher in Biology

GRADE LEVEL

11, 12

LENGTH

1 year

CREDIT

5 credits per semester

DESCRIPTION

This course is designed to prepare students to take the Advanced Placement Environmental Science test and is a rigorous science course that is the equivalent of a one-semester, introductory college course in environmental science. Topics will draw together geology, biology, chemistry, and marine science subject matter. Long-term field study projects will be set up at the beginning of each school year. Students will be expected to take an active role in designing and maintaining these investigations, as well as maintaining a detailed and organized data collection system throughout the year. The emphasis of the course will be data collection, statistical analysis of data sets, understanding inter-relationships in the natural world, identifying and analyzing environmental problems, both natural and anthropogenic, evaluating risks associated with these problems, and possible solutions. Students taking the course should have a firm understanding of mathematics because of the analytical nature of the course, and a solid background of both physical and life sciences. Junior or senior class standing mandatory. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy.

# LANGUAGES OTHER THAN ENGLISH (LOTE)

## UC/CSU APPROVED COURSES

### E REQUIREMENT

- One year of a Language other Than English (LOTE) **OR** a Visual or Performing Art (Fine Art) are required for PGHS graduation.
- Two years of college-preparatory coursework required (or through the second level of high school instruction) of the same language other than English (three years are recommended). Language levels are defined by the number of years of high school instruction (e.g., LOTE 1= 1 year; LOTE 2 = 2 years, etc.).

COURSE	<b><u>SPANISH 1</u></b>
FULFILLS	UC/CSU Subject Area E
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The introductory course uses communicative activities, music, games, and story-based instruction to develop all four basic language skills: listening, speaking, reading and writing. Students will be immersed in the target language with a comprehensible approach with authentic language and cultural sources integrated through music, movies, and technology. Students will enjoy interactive and interpersonal instruction. Living in the global world, Spanish language study will be beneficial in the workplace as well as college readiness.

COURSE	<b><u>SPANISH 2</u></b>
FULFILLS	UC/CSU Subject Area E
PREREQUISITE	Grade of C- or higher in Spanish 1
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This is an intermediate course which provides continued development and practice of the basic language skills: listening, speaking, reading and writing. More advanced grammatical structures are introduced organically through comprehensible input, games, reading, and communicative activities. Students practice listening skills by watching fotonovelas, monthly news and cultural updates. Students will practice speaking through dialogues, role plays, partner chats and other conversational activities. Students will explore the Hispanic world through cultural projects on food, dance and traditions.

COURSE	<b><u>SPANISH 3</u></b>
FULFILLS	UC/CSU Subject Area E
PREREQUISITE	Grade of C- or higher in Spanish 2 Recommended: Grade of B- or higher in Spanish 2
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Emphasis is on the further development of listening, speaking, reading and writing skills. Communicative and project-based activities are used to learn more advanced vocabulary and



grammar. Students practice speaking in a variety of contexts such as oral reports, dialogues and group discussion. More academic vocabulary is presented related to topics such as personal relationships, family life, media, the environment, and technology, along with the exploration of Spanish-speaking countries. The course also includes the viewing and discussion of Spanish-language short films.

**COURSE** **SPANISH 4**  
**FULFILLS** UC/CSU Subject Area E  
**PREREQUISITE** Grade of C- or higher in Spanish 3  
 Recommended: Grade of B- or higher in Spanish 3  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** This is an advanced course which focuses on developing language skills in academic settings. Relevant topics are explored including personal relationships, family, technology, and the environment. Reading selections come from authentic sources such as Spanish literature and newspaper articles. More advanced writing and speaking situations are required. More academic vocabulary is presented along with more complex cultural topics. A variety of authentic language and cultural sources are integrated such as songs, movies, newspapers, websites, and news reports.

**COURSE** **AP SPANISH**  
**FULFILLS** UC/CSU Subject Area E ★  
**PREREQUISITE** Grade of C- in Spanish 3  
 Recommended: Grade of B- or higher in Spanish 3  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** This is a college-level course which focuses on advanced work in listening, speaking, reading and writing. Emphasis is placed on speaking and writing in academic settings. Includes expository writing, oral presentations, and reading selections from Spanish literature and newspaper articles. Students prepare to take the AP Spanish Language exam in May. Students who take the national Advanced Placement Exam in May can potentially earn college credit with a qualifying AP test score as determined by the granting college's AP Policy. Any summer homework assigned will be due at the first class meeting in August.

**COURSE** **FRENCH 1**  
**FULFILLS** UC/CSU Subject Area E  
**PREREQUISITE** None  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** This class will focus on the four modes of communication: listening, speaking, reading and writing. Students will learn the culture of France through its language, its cuisine and its history. Students will improve their language skills by listening to short movies and interactive stories, by creating their own and acting them out in groups. The activities are student-driven (dramatisation, drawing, improvisation, interviews, cultural and culinary projects). Students will be immersed in the target language with a very comprehensible approach through authentic materials. Because there is less emphasis on grammar and conjugation, assignments are fun and straightforward, students will enjoy the class and will feel comfortable speaking. We will have field trips and food celebrations all throughout the

year, some of which will be experienced in the PGHS kitchen with Mrs. Erickson, our gastronomy chef on Campus.

**COURSE** **FRENCH 2**  
**FULFILLS** UC/CSU Subject Area E  
**PREREQUISITE** Grade of C- or higher in French 1  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** Let's continue our French adventures together and learn to feel more comfortable speaking, reading and writing the language. Students will be immersed in the target language in a comprehensible way and will develop more elaborated skits and plays. The activities are student-driven with dramatisation, drawing, improvisation, interviews, cultural and culinary projects. Our stories will be longer and more interesting than in French 1. We will continue our cooking contest, will do our field trips to the museum and the Bakery and we will enjoy watching our new french series while savoring our Friday Bon appétit!

**COURSE** **FRENCH 3**  
**FULFILLS** UC/CSU Subject Area E  
**PREREQUISITE** Grade of C- or higher in French 2  
Recommended: Grade of B- or higher in French 2  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** "Knowing a foreign language opens windows to the world". You will come to realize that speaking another language brings you closer to people globally and in your own community. Join this class to continue to develop your skills and empower yourself with new speaking tools. We will have a special time focusing on French film analysis, reading and writing, while continuing to maintain our fun around games, stories and plays. We will be Field trips, food and French music will be at the Rendez Vous!

**COURSE** **FRENCH 4**  
**FULFILLS** UC/CSU Subject Area E  
**PREREQUISITE** Grade of C- or higher in French 3  
Recommended: Grade of B- or higher in French 3  
**GRADE LEVEL** 9,10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** French 4 is a course designed for motivated students who can work independently and efficiently. Advanced grammar topics will be covered, incorporating high-interest topics such as making travel and hotel arrangements for a trip to a French speaking country, communicating medical emergencies, and managing more advanced conversations in French. Extensive reading and writing will be required. Students will read various novels. The cultural emphasis will be in countries other than France where French is spoken. Any summer homework assigned will be due at the first class meeting in August.

COURSE	<b><u>AP FRENCH LANGUAGE AND CULTURE</u></b>
FULFILLS	UC/CSU Subject Area E ★
PREREQUISITE	Grade of C- in French 3 Recommended: Grade of B- or higher in French 3
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AP French is a college level course designed for motivated students who desire to become proficient communicators of French and prepare for the AP French Language and Culture Exam. Advanced grammar topics will be covered, incorporating high-interest historical topics. Extensive reading and writing will be required. Students will read various genres of literature by famous francophone authors. The cultural emphasis will be on various countries where French is spoken. Students who take the national Advanced Placement Exam in May can potentially earn college credit credit with a qualifying AP test score as determined by the granting college's AP Policy. Any summer homework assigned will be due at the first class meeting in August.

# VISUAL AND PERFORMING ARTS

## UC/CSU APPROVED COURSES

### **F** REQUIREMENT

- One year of a Visual & Performing Art (Fine Art) **OR** Language other Than English (LOTE) are required for PGHS graduation.
- One year of college-preparatory visual & performing arts (VAPA) required, chosen from one of the following disciplines: dance, music, theater, visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts), or interdisciplinary arts.

#### ART COURSES

COURSE	<b><u>2D DESIGN</u></b>
FULFILLS	UC/CSU Subject Area F CTE Art Pathway: Introductory Level: 1 <sup>st</sup> Year
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	2D Design is designed for students who have been afraid of art and those who feel comfortable making art. Basic skills are taught in addition to a variety of art techniques. Emphasis is placed on introductory units on designing with graphite, colored pencil, color mixing, collaging, printmaking and general 2D design concepts. Students will learn the fundamental Elements of Art and Principles of Design. Projects from this class may be used for an AP 2D Art & Design Portfolio. A transfer student or a student with advanced skills who wish to challenge this prerequisite need to demonstrate their skills by showing three or more different media (example:pencil, marker, paint). It is your responsibility to schedule a time to share your art before or during the first three days of the course and all challenges must be approved by Mr. Kelly.
COURSE	<b><u>ADVANCED 2D DESIGN</u></b>
FULFILLS	UC/CSU Subject Area F Concentrator Level: 2 <sup>nd</sup> Year Course
PREREQUISITE	Grade of C- or better in 2D Design
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Student who discovered their interest in 2D Design may continue building these skills by joining Advanced 2D Design. Students in this course work in a more independent manner to build their portfolio while continuing the development of their artistic expression of the principles of design. Students who wish to expand their portfolio before joining AP 2D Art & Design should consider taking this course.

COURSE	<b><u>DRAWING &amp; PAINTING</u></b>	ACTION/DISCUSSION A
FULFILLS	UC/CSU Subject Area F	
	CTE Art Pathway: Concentrator Level: 2 <sup>nd</sup> Year Course	
PREREQUISITE	Grade of C- or better in 2D Design	
GRADE LEVEL	10, 11, 12	
LENGTH	1 year	
CREDIT	5 credits per semester	
DESCRIPTION	Students will have the opportunity to develop their skill with drawing and painting. Drawing units will focus on observational and interpretive skills. Line, contour, form, value, perspective, composition and space will be studied. Students will explore a variety of black and white and color media. Art from this class may be used for an AP Drawing Portfolio.	

COURSE	<b><u>ADVANCED DRAWING &amp; PAINTING</u></b>
FULFILLS	UC/CSU Subject Area F
	Concentrator Level: 2 <sup>nd</sup> Year Course
PREREQUISITE	Grade of C- or better in Drawing & Painting
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Student who discovered their interest in Drawing & Painting may continue building these skills by joining Advanced Drawing & Painting. Students in this course work in a more independent manner to build their portfolio while continuing the development of their artistic expression of the elements of art and principles of design. Students who wish to expand their portfolio before joining AP Art & Design Drawing should consider taking this course.

COURSE	<b><u>3D DESIGN</u></b>
FULFILLS	UC/CSU Subject Area F
	CTE Art Pathway: Introductory Level: 1 <sup>st</sup> Year
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Students will have the opportunity to develop their 3D skills. Students will work with clay, hand building projects including making pinch pots, coil vases, sculpture and designing mugs and clay boxes. Students will also have the opportunity to learn how to throw on the pottery wheel making plates, bowls, and mugs. Various glazing techniques will be explored to finish pottery for personal or commercial use. Art from this course may be used for the AP 3D Art & Design Portfolio.

COURSE	<b><u>ADVANCED 3D DESIGN</u></b>
FULFILLS	UC/CSU Subject Area F
	Concentrator Level: 2 <sup>nd</sup> Year Course
PREREQUISITE	Grade of C- or better in 3D Design
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Student who discovered their interest in 3D Design may continue building these skills by joining Advanced 3D Design. Students in this course work in a more independent manner to build their portfolio while continuing the development of their artistic expression of the principles of design. Students who wish to expand their portfolio before joining AP 3D Art & Design should consider taking this course.

COURSE	<b><u>AP 2D ART &amp; DESIGN: 2D, 3D, OR DRAWING PORTFOLIO</u></b>
FULFILLS	UC/CSU Subject Area F ★ CTE Art Pathway: Capstone Level: 3 <sup>rd</sup> Year Course
PREREQUISITE	Grade of C- or better in Concentrator 2 <sup>nd</sup> Year Course Submission of six pieces of artwork and teacher approval
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AP 2D Art & Design course is for the highly motivated student who wants to create a college level 2D, 3D, or Drawing Art & Design Portfolio. This is an intensive college level course designed around each student creating a personally directed 15 to 20 piece portfolio. Students interested in this course must present to Mr. Kelly six of their best pieces within the Subject Area of the portfolio they want to create. This course is offered every year, and students may repeat this course for credit by creating an additional portfolio. Students may elect to submit their portfolio to the national Advancement Placement College Board in May with a chance of earning freshman Art college credit as determined by the college's Advanced Placement Policy. Summer Projects are to be completed and due the first day of class.

## **MUSIC COURSES**

COURSE	<b><u>CHAMBER ORCHESTRA</u></b>
FULFILLS	UC/CSU Subject Area F
PREREQUISITE	Participation in MS advanced or HS orchestra during the past 12 months
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Students will explore music and music-making through study, rehearsal, and performance of a diverse repertoire of musical styles. Students will be provided access to enrichment activities through several school and community sources.

COURSE	<b><u>CONCERT BAND/ MARCHING BAND</u></b>
FULFILLS	UC/CSU Subject Area F
PREREQUISITE	Participation in MS advanced or HS band during the past 12 months Teacher Approval
GRADE	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	Students will explore music and music-making through study, rehearsal, and performance of a diverse repertoire of musical styles. The band will provide entertainment and spirit at concerts, parades, football games, and school rallies. Students will be provided access to enrichment activities through several school and community sources.

COURSE	<b><u>GUITAR</u></b>
FULFILLS	UC/CSU Subject Area F
PREREQUISITE	None
GRADE	9, 10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning

level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, basic music theory, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences.

## **PHOTOGRAPHY COURSES**

<b>COURSE</b>	<b><u>PHOTOGRAPHY 1</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area F CTE Photography Pathway: Introduction Level: 1 <sup>st</sup> Year Course
<b>PREREQUISITE</b>	None
<b>GRADE LEVEL</b>	10, 11, 12
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	This course is an introductory level class appropriate for any student curious about producing photographic images with both fine art and commercial applications. This course will cover the operation of a traditional manual 35mm SLR camera, exposure, composition, and basic lighting. Students will learn basic darkroom skills including developing film, enlarging negatives, and different printing techniques. Students will learn basic skills for operating a DSLR camera and will be exposed to Adobe Photoshop editing techniques and digital printing. Students will be exposed to different aspects of photography including: landscape, portrait, and narrative. We will also be learning about the elements of design for creating artistic compositions. Students will learn how to evaluate and analyze their own work as well as learn how to look at and discuss other people's work. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. Cameras will be provided upon student request.

<b>COURSE</b>	<b><u>AP 2D ART &amp; DESIGN/PHOTOGRAPHY</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area F★ CTE Photography Pathway: Capstone Level 3
<b>PREREQUISITE</b>	Grade of C- or higher in Photography 2
<b>GRADE LEVEL</b>	11, 12
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	2D Art & Design/Photography is intended for the advanced photography student who wishes to create a 24-piece portfolio of independently produced work. This course is especially suited for students wishing to pursue AP 2D Art & Design with a photography emphasis. Students will work independently as well as collaboratively to exceed their present skills both in the darkroom and with Adobe Photoshop. Emphasis will be on editing and sequencing of work. Students will have the opportunity to create a portfolio and submit it for consideration of the Weston Scholarship Portfolio Competition. Students may also elect to submit their portfolio to the National Advanced Placement College Board in early May for a chance to earn college credit. Students may also find a photography internship as part of the class. AP 2D Art & Design should be taken by students with exceptional motivation and interest in photography. A 35mm film SLR camera that can be operated manually is required. A DSLR camera is recommended. Cameras will be provided upon student request.

## DRAMA COURSES

ACTION/DISCUSSION A

<b>COURSE</b>	<b><u>DRAMA</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area F
<b>PREREQUISITE</b>	None
<b>GRADE LEVEL</b>	9, 10, 11, 12
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	Drama is a participation course. Students are required to perform before the class audience in a variety of roles: monologues, skits, improvisations, pantomimes, duets, and scenes. The emphasis will be on changing the student from a passive, accepting viewer into an active critical audience and actor. Written work is expected of the student on a regular basis.

<b>COURSE</b>	<b><u>ADVANCED DRAMA</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area F
<b>PREREQUISITE</b>	Grade of C- or higher in Drama
<b>GRADE LEVEL</b>	10, 11, 12
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	Advanced Drama is a course offered to returning Drama students that focuses on themes in directing, stagecraft, and complex theater production. Students will develop more sophisticated methods of performance and lead Drama students as they learn the fundamentals of theater. Students in Advanced Drama will be expected to learn the more technical elements of theater including set, light, and sound design. Students will have the opportunity to select performance material and will block, direct, design, and critique scenes. They will also perform in scenes with both beginning and advanced students.

## CULINARY ARTS COURSES

<b>COURSE</b>	<b><u>CULINARY ARTS 1: INTRODUCTION TO CULINARY ARTS</u></b>
<b>FULFILLS</b>	UC/CSU Subject Area F CTE Food Service & Hospitality Pathway: Introductory Level 1
<b>PREREQUISITE</b>	None
<b>GRADE LEVEL</b>	9*,10,11,12
<b>LENGTH</b>	1 year
<b>CREDIT</b>	5 credits per semester
<b>DESCRIPTION</b>	This introductory course into the culinary arts focuses on hands-on learning as a way to gain the skills and knowledge necessary to be a competent and creative home cook. Labs and lectures connect academic knowledge from history, math and science to real-life experiences in the kitchen. The National Restaurant Association ProStart Curriculum focuses on foundational food preparation techniques, kitchen safety, and foodservice/hospitality careers. Soft skills such as leadership, teamwork, time and project management are core skills developed in this class to prepare students for independence and success in their lives after high school. *On a space available basis, a 9th grade student may take this class with written recommendation from their 8th grade Foods teacher.



COURSE	<b><u>CULINARY ARTS 1B: FUNDAMENTALS OF BAKING</u></b>	ACTION/DISCUSSION A
FULFILLS	UC/CSU Subject Area F CTE Food Service and Hospitality Pathway: Introductory Level 1	
PREREQUISITE	None	
GRADE LEVEL	9, 10,11,12	
LENGTH	1 year	
CREDIT	5 credits per semester	
DESCRIPTION	This course is designed for students at a beginner level to learn about the history, science and methodologies of baking. The course begins with Bakeshop: Basic Baking Techniques in the fall and moves on to bread-making, pies, tarts and cakes in the spring. Soft skills such as leadership, teamwork, time and project management are core skills developed in this class to prepare students for independence and success in their lives after high school.	

COURSE	<b><u>CULINARY 2</u></b> MPC Dual Enrollment Course
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COURSE	<b><u>CULINARY 3</u></b> MPC Dual Enrollment Course
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COURSE	<b><u>CULINARY 4</u></b> MPC Dual Enrollment Course	
FULFILLS	UC/CSU Subject Area F CTE Food Service and Hospitality Pathway: Capstone Level 3	
PREREQUISITE	Grade of C- or higher in Culinary Arts 3	
GRADE LEVEL	11, 12	
LENGTH	1 year	
CREDIT	5 credits per semester	
DESCRIPTION:	An intense hands-on course for the highly motivated and experienced student with a desire to pursue independent projects and professional skills development in Foodservice and Hospitality. The course focuses on refining culinary proficiencies, menu development, advanced baking techniques, production of course meals, costing/purchasing, operations management, menu evaluation/creation, advanced plating and presentation, sustainability, farm-to-table, and exploring career options and opportunities in the industry. Honors students will complete a 20-piece portfolio showcasing their best work to present to a panel of industry professionals.	

# ELECTIVES

## UC/CSU APPROVED COURSES

### G REQUIREMENT

- One year of an additional A-G approved course, in any area A-G, or Career Technical Education course are required for high school graduation.
- One year of college-preparatory coursework required, chosen from: courses approved specifically in the elective (G) subject area, or courses approved in the A-F subject areas beyond those used to satisfy the requirements of the A-F subjects.

COURSE	<b><u>ECONOMICS</u></b>
FULFILLS	UC/CSU Subject Area G
PREREQUISITE	None
GRADE LEVEL	12
LENGTH	1 semester
CREDIT	5 credits
DESCRIPTION	Economics, a semester-length course, is required for high school graduation. The goal of this course is to increase understanding of the American economic system, including the nature of supply and demand, market structures, fiscal policy, monetary policy, comparative economic systems.

COURSE	<b><u>AP PSYCHOLOGY</u></b>
FULFILLS	UC/CSU Subject Area G ★
PREREQUISITE	Grade of C- or higher in previous English class
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology, including: learning and behavior, cognitive neuroscience, motivation and emotion, thinking and language, research methods, abnormal behavior, therapy, and social psychology. All students who are willing to accept the challenge of a rigorous academic curriculum and are interested in taking the AP exam in May should consider signing up for this class. Students who take the national Advanced Placement Exam in May can potentially earn college credit credits with a qualifying AP test score as determined by the granting college's AP Policy.

COURSE	<b><u>PSYCHOLOGY</u></b>
FULFILLS	UC/CSU Subject Area G
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	The Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will explore the major subfields in psychology, including: learning and behavior, cognitive neuroscience, motivation and emotion, thinking and language, research methods, abnormal behavior, therapy, and

social psychology. The course will give students an opportunity to engage in hands-on learning through activities such as: the dream workshop, building clay brains, peer counseling, dog training, classically conditioning an eye blink, and more.

**COURSE** **LEADERSHIP**  
**FULFILLS** UC/CSU Subject Area G  
**PREREQUISITES** Completion of required application process, which includes teacher references and an interview. Maintain a GPA of 3.0, with no failing grades. Incoming 9th grade students must undergo the interview process in 8th grade and be selected as ASB officers for their Freshman year. The Leadership class is required for all grade level ASB Officers.  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** The leadership and activities class is designed to provide students with knowledge, skills, and real world experiences that will shape their journeys as leaders. Students will engage in academic lessons, personal reflections, community builders, and student government activities as part of a transformational change process that they will undergo as leaders. Some topics of study will include: Strategic planning, conflict management, organizational theory and development, ethics, innovation and resource management, team and group dynamics, and research methods. In addition to coursework, students will be required to plan events and participate in activities put on by the class. The Pacific Grove High School Leadership class meets during the scheduled school day, however, students will be required to plan, organize, and be present for a number of events that take place before and after school. The class will include the required enrollment of ASB officers, class officers, and commissioners, but is open to all students interested in a leadership role on campus.

**COURSE** **INTRODUCTION TO COMPUTER SCIENCE**  
**FULFILLS** UC/CSU Subject Area G  
**PREREQUISITE** Grade of C- or higher in Integrated Math 1 and concurrent enrollment in Integrated Math 2  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** This course introduces students to the creative aspects of programming, abstractions, and algorithms. The first semester will align with MPC's CSIS 9 which covers introductory programming with Python. The second semester will cover topics from MPC's CSIS 77 Web Design, including hands-on development of web pages, including use of CSS. ***This course will be offered alternating years beginning in the 2021-2022 school year.***

**COURSE** **HEALTHCARE OCCUPATIONS**  
**FULFILLS** UC/CSU Subject Area G  
CTE Patient Care Pathway: Introductory Level 1  
**PREREQUISITE** Grade of C- or higher in Biology  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**DESCRIPTION** This course provides students with a fun and effective way of learning anatomy and applying that knowledge to the treatment of the most common sports injuries. The first semester covers the lower half of the body. The second semester encompasses the upper extremities and concussion management. This class exposes students to the possibility of careers in healthcare through visiting surgeons, physical therapists, and other medical professionals. Each year the students will visit a college and or professional facility to observe top level sports medicine and athletic training. In addition, this course provides students with

manual taping, bracing and first aid skills, knowledge and familiarity in the areas of physical fitness, physical therapy, physical medicine and athletic training. Second year students are eligible for Therapeutic Services which involves internship and observation at various physical therapy and surgical sites. For any student searching for a pre-pre-med program.

COURSE  
FULFILLS

**THERAPEUTIC SERVICES**

UC/CSU Subject Area G

CTE Patient Care Pathway: Capstone Level 3

PREREQUISITE

Grade of C- or higher in Healthcare Occupations

GRADE LEVEL

11, 12

LENGTH

1 year

CREDIT

5 credits per semester

DESCRIPTION

Students will obtain practical, hands-on work experience as team assistant trainers and through internships in health related fields such as physical therapy, physical medicine, nursing, radiology, strength and conditioning, nutrition and orthopedic surgery. Students will become CPR certified and engage in a variety of classroom and lab activities to promote job acquisition and leadership skills. The importance of work relationship development, professionalism and service are emphasized throughout the course. For any student searching for a pre-pre-med program.

# OTHER ELECTIVES

ACTION/DISCUSSION A

COURSE	<b><u>AVID (Advancement Via Individual Determination)</u></b>
FULFILLS	High School Graduation Elective
PREREQUISITE	AVID teacher recommendation
GRADE LEVEL	9-10
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AVID is designed to prepare students who are historically underrepresented in four year universities/colleges, for college readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, Cornell note-taking and research.
COURSE	<b><u>AVID 2 (Advancement Via Individual Determination)</u></b>
FULFILLS	High School Graduation Elective
PREREQUISITE	AVID teacher recommendation
GRADE LEVEL	11 (AVID 2)
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AVID 2 expands on preparing students for college readiness and success. The first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks during the junior year to support students as they prepare to apply to four-year universities and confirm their postsecondary plans.
COURSE	<b><u>AVID 12 (Advancement Via Individual Determination)</u></b>
FULFILLS	UC/CSU Subject Area G
PREREQUISITE	AVID teacher recommendation
GRADE LEVEL	12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	AVID 12 is the second part of a junior/senior seminar course that focuses on writing and critical thinking expected of first and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the seminar course.

COURSE	<b><u>FUNDAMENTALS OF SUCCESS (FOS)</u></b>
FULFILLS	High school graduation elective
PREREQUISITE	None
GRADE LEVEL	10, 11
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course is designed to facilitate student reflection in their own academic progress to achieve a passing grade in a previously taken or concurrent course. Using a variety of teaching practices and frequent check-ins, students develop individual learning strategies and enhance student connectedness to the school community. Throughout the year we will explore the following main themes: Planning & Organization, Working with Yourself, Reflective Practices, and Working with Others. We will also elaborate on concepts and necessary skills from core classes (e.g. English, Math, Science, and Social Studies).

COURSE	<b><u>INDEPENDENT PRODUCTIVE STUDY</u></b>
FULFILLS	High school graduation elective
PREREQUISITE	None
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester (This class is Pass/No Pass and impacts eligibility)
DESCRIPTION	This class is for completing unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes.

# PHYSICAL EDUCATION

- Students must earn a minimum of 20 credits in Physical Education (State of California and high school graduation requirement) and pass the State Physical Fitness Standards Test. In CORE 9 P.E., students will take the State Physical Fitness Standards Test and **must pass five out of six standards** in order to be exempt from junior and senior physical education courses.
- Physical Education is open to all students and is required for freshman students.
- To meet PGHS graduation requirements, all PGHS students are **required** to take a second year of PE in either 10th, 11th, or 12th grade.

COURSE	<b><u>PHYSICAL EDUCATION: CORE 9</u></b>
FULFILLS	High School Graduation
PREREQUISITE	None
GRADE LEVEL	9
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course meets the PE requirements for graduation for the first year of physical education. Instruction focuses on fitness and the following individual sports: Conditioning, aquatics, weight training, self-defense, wrestling, exercise to music, dance, tennis, ultimate frisbee, golf, track and field, and badminton. Students will take the State Physical Fitness Standards test and must pass five out of six standards. HEALTH DESCRIPTION: This course includes programs on basic body systems, healthcare, drugs, alcohol, tobacco awareness, sex education, nutrition and exercise, suicide prevention, and decision-making skills.

COURSE	<b><u>PHYSICAL EDUCATION: CORE 10-12</u></b>
FULFILLS	High School Graduation
PREREQUISITE	Completion of P.E. Core 9
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course is designed to allow students to continue developing and advance their individual skills through a variety of activities and team sports. Instruction focuses on fitness and the following team sports: Basketball, football, soccer, fitness/weights, yoga, stretching, volleyball, ultimate frisbee, softball, lacrosse, and pickleball.

COURSE	<b><u>PHYSICAL EDUCATION: STRENGTH TRAINING 1</u></b>
FULFILLS	High School Graduation
PREREQUISITE	Completion of P.E. Core 9
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course is designed to improve the level of physical fitness of students by guiding them through a progressive weight training exercise program. Various forms of exercise will be performed such as resistance training, conditioning, weight lifting, jumping rope, and agility training. Special attention will be paid to safety and proper execution of weight training techniques.

COURSE	<b><u>PHYSICAL EDUCATION: ADVANCED STRENGTH TRAINING 2</u></b>
FULFILLS	High School Graduation requirement
PREREQUISITE	Completion of P.E. Core 9 and Strength Training 1
GRADE LEVEL	11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This course is designed to build on Strength Training 1 and improve the level of physical fitness of students by guiding them through a progressive weight training exercise program. Various forms of exercise will be performed such as resistance training, conditioning, weight lifting, jumping rope, and agility training. Special attention will be paid to safety and proper execution of weight training techniques.

COURSE	<b><u>PHYSICAL EDUCATION: DANCE</u></b>
FULFILLS	High School Graduation requirement
PREREQUISITE	Completion of P.E. Core 9
GRADE LEVEL	10, 11, 12
LENGTH	1 year
CREDIT	5 credits per semester
DESCRIPTION	This Dance PE course focuses on technique, choreography, and performance skills. A wide variety of genres are taught along with small group choreography. Aerobics, stretching, yoga, ballet, jazz, hip-hop, and Latin dance will be included in this course. Participation in performances will be part of the grade.



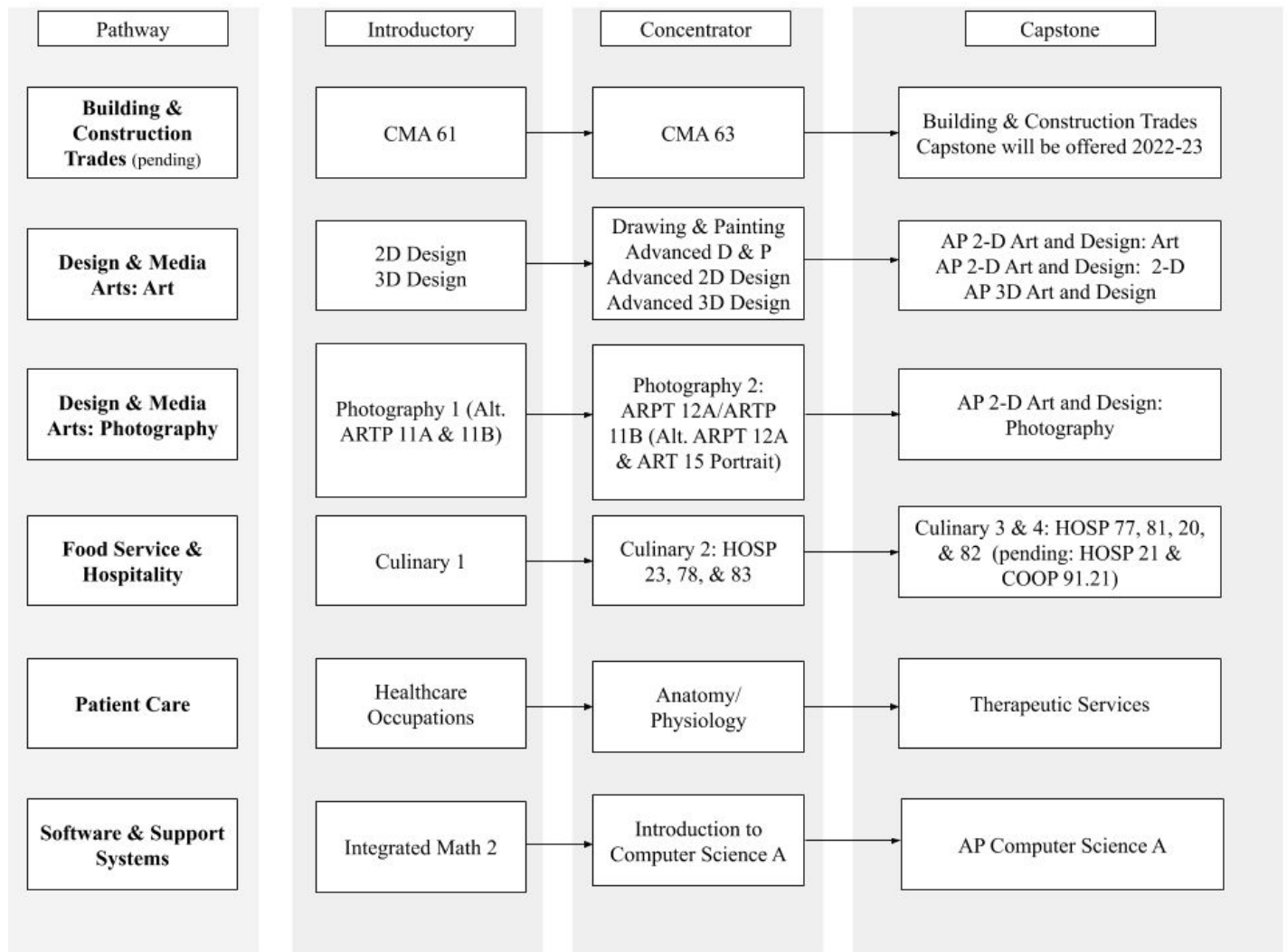
# CAREER TECHNICAL EDUCATION (CTE) ACTION/DISCUSSION

- One year of an additional A-G approved course, in any area A-G, or Career Technical Education course are required for high school graduation.

PGHS supports students earning CTE Certifications and Internships through Career Technical Education Pathways regardless if students plan to attend a 2-year college or 4-year university after high school. Most PGHS CTE courses have articulated units with Monterey Peninsula College (MPC); once 6 units are taken after enrollment at MPC, students may claim college credit for their articulated PGHS CTE courses. In addition, PGHS, MPC, and Hartnell College are in negotiations to expand our Dual Enrollment courses. More dual enrollment courses will be offered, pending approval. All students completing a two-year sequence of CTE courses will have the opportunity to earn industry certification and be recognized at graduation with a special cord. Those students continuing onto a third-year Capstone course will earn an internship with a local industry partner and will be recognized with a graduation stole.

**Students can complete more than one CTE pathway. Opportunity for Internships and Industry Certification.**

## CTE COURSE OFFERINGS & PATHWAYS



1. *Pending* based on grant funding. More information will be detailed in the spring.

**Design and Media Arts: Art**

2. [2D Design](#) \*see pg 29 for course description
3. [Drawing & Painting](#) \*see pg 30 for course description
2. [3D Design](#) \*see pg 30 for course description
3. Capstone: [AP 2D Art & Design](#) - \*see pg 31 for course description

**Design and Media Arts: Photography**

1. [Photography 1](#) \*see pg 32 for course description
2. [ARPT 12A Digital Photography 1](#) (1<sup>st</sup> semester) \*see pg 44 for course description
2. [ARTP 11B Photography 2](#) (2<sup>nd</sup> semester) \*see pg 44 for course description
3. Capstone: [AP 2D Art & Design/Photography](#) \*see pg 32 for course description

**Food Service and Hospitality**

1. [Culinary Arts 1: Introduction to Culinary Arts and Culinary Arts: The Art of Baking](#)
2. [HOSP 23: Culinary Foundations of Professional Cooking, HOSP 78: Basic Baking Techniques, and HOSP 83 Bakeshop: French Pastries and Restaurant Style Desserts](#)
3. Capstone: [HOSP 77: Bakeshop Yeasted and Non-Yeasted Breads, HOSP 81: Bakeshop: Pies and Tarts, HOSP 20 Catering, and HOSP 82 Bakeshop: Cakes, Tortes, and Decorating Techniques](#)
4. Honors Capstone: [COOP 91.21 Work Experience](#)

**Patient Care**

1. [Healthcare Occupations](#) \*see pg 36 for course descriptions
2. [Anatomy/Physiology](#) \*see pg 23 for course descriptions
3. Capstone: [Therapeutic Services](#) \*see pg 37 for course descriptions

**Software and Support Systems**

1. [Integrated Math 2](#) \*see pg 16 for course descriptions
2. [Introduction to Computer Science](#) (pending CSIS 9) \*see pg 36 for course descriptions
3. Capstone: [AP Computer Science A](#) \*see pg 19 for course descriptions

**Which CTE Pathway is right for you? What will you wear at graduation? Earn college credits and a graduation cord and/or stole through the PGHS CTE Pathway.**

# DUAL ENROLLMENT

## PARTNERSHIP WITH MPC

### (MONTEREY PENINSULA COLLEGE)

**COURSE:** **ARPT 12A DIGITAL PHOTOGRAPHY 1**  
**FULFILLS** Monterey Peninsula College Credits  
 CTE Photography Pathway: Concentrator Level 2  
**PREREQUISITE** Grade of C- or higher in Photography 1  
**GRADE LEVEL** 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**TRANSFERABILITY** CSU  
**DESCRIPTION** During this semester we will learn the basic principles of digital photography: how to use a camera in manual mode plus other types of image capture, scanning, retouching and manipulating images and printing high quality prints. There will also be an overview of both historical and contemporary issues in photography as we explore our own aesthetic concerns through four theme-based projects. By the end of the semester you will achieve competency in Adobe Photoshop and digital archival printing.

**COURSE** **ARTP 11B PHOTOGRAPHY 2**  
**FULFILLS** Monterey Peninsula College Credits  
 CTE Food Photography Pathway: Concentrator Level 2  
**PREREQUISITE** Art 12A Digital Photography 1  
**GRADE LEVEL** 11,12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester  
**TRANSFERABILITY** CSU  
**DESCRIPTION** During this semester we will explore the medium of black and white photography as art. Intermediate photography will build upon the skill introduced in beginning photography. We'll work to improve camera and exposure techniques, advance printing skill, and learn to make archival prints using fiber based photogenic materials. One of the primary objectives in this class will be to make a cohesive body of work and submit the portfolio to the Weston portfolio competition. As we further our knowledge of the photographic techniques we'll also look at historical photographic images and explore the world of contemporary photography.

**COURSE** **HOSP 23: CULINARY PROFESSIONAL COOKING I; HOSP 78 BAKING TECHNIQUES; HOSP 83 FRENCH PASTRIES & RESTAURANT-STYLE DESSERTS**  
 (Formerly listed as CULINARY 2)  
**FULFILLS** Monterey Peninsula College Credits  
 CTE Food Service & Hospitality Pathway: Concentrator Level 2  
**PREREQUISITE** Grade of C- or higher in Culinary Arts 1 or 1B  
**GRADE LEVEL** 10,11,12  
**LENGTH** Full year includes all three courses  
**CREDIT** 5 credits per semester  
**TRANSFERABILITY** CSU  
**DESCRIPTION** HOSP 23, HOSP 78, HOSP 83 continues the study of professional careers in Hospitality and Culinary Arts. Students expand on professional skills used in the foodservice industry. In-depth culinary skills taught include Garde Manger, Saucier, Baking and French Pastry, front and

back-of-the-house operations, menu planning, table service and customer relations. The Safety/Sanitation unit covers the basic concepts of personal and institutional safety/sanitation, culminating in students earning a ServSafe Food Handler Certification.

**COURSE** **HOSP 77: BAKESHOP, YEASTED AND NON-YEASTED BREADS; HOSP 81: BAKESHOP, PIES AND TARTS; HOSP 20: CATERING; HOSP 82: BAKESHOP, CAKES, TORTES AND DECORATING TECHNIQUES**

**FULFILLS** Monterey Peninsula College Credits  
CTE Food Service & Hospitality Pathway: Capstone Level 3

**PREREQUISITE** Grade of C- or higher in Culinary Arts 2  
CTE Food Service and Hospitality Pathway

**GRADE LEVEL** 11,12

**LENGTH** Full year includes all four courses

**CREDIT** 5 credits per semester

**TRANSFERABILITY** CSU

**DESCRIPTION** This arrangement of college-level classes have been curated as the capstone experience for the PGHS Culinary Arts CTE Pathway. Advanced Culinary students will gain experience and skills through hands-on learning in the following areas: (1) Catering HOSP20 - Students develop menus, project costs and profits, meet with clients, manage staff, design plating and table displays, and create successful catered events. (2) Bakeshop HOSP82 - Students learn ingredients proportions and chemical reactions in the production of advanced pastries, custards, meringues and cakes. (3) Bakeshop HOSP77 - Yeasted & Non-Yeasted Breads covers the science and history of bread making. (4) Bakeshop HOSP81 - Students learn baking processes and ingredients used to produce professional pastry shop-quality pies and tarts.

**COURSE** **COOP 91.21 WORK EXPERIENCE**

**FULFILLS** Monterey Peninsula College Credits  
CTE Food Service & Hospitality Pathway: Honors Capstone Level 4

**PREREQUISITE** Grade of C- or higher in Culinary Arts 3

**GRADE LEVEL** 12

**LENGTH** 1 semester (2<sup>nd</sup> Semester)

**CREDIT** 5 credits per semester

**DESCRIPTION** COOP 91.21 is an intense hands-on course for the highly motivated student with a desire to pursue independent projects and professional skills development in Foodservice and Hospitality. The course focuses on refining culinary proficiencies, menu development, advanced baking techniques, costing/purchasing, operations management, menu evaluation/creation, advanced plating and presentation, and exploring career options and opportunities in the industry. Students will design an original restaurant concept, prepare a business proposal, and bring the concept to life in Semester 2. In the spring, students will do field work in the form of a part-time job or internship to receive college work-experience credits.

# STUDENT SERVICES

- The Student Services Department (Special Education) provides a continuum of services to individuals with identified exceptional needs as defined by Federal and State mandates.
- PGUSD is committed to ensuring the most appropriate education in the least restrictive environment that Pacific Grove High School has to offer.
- Each student with exceptional needs must have an Individualized Education Plan (IEP) written by an IEP team comprised of the student, parents, teachers, counselor, school psychologist, site administrator, and other specialists as appropriate.
- The development of a class schedule is guided by the strengths and concerns described in the IEP and are done by the IEP team.

**COURSE** **S.A.S 9-12/COLLEGE AND CAREER**  
**PREREQUISITE** None  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year  
**CREDIT** 5 credits per semester (This class is Pass/No Pass and does affect eligibility)  
**DESCRIPTION** Specialized Academic Support (S.A.S) designed to support students in their classes by providing extra help on homework and teaching skills including organization, time management, note-taking, and test-taking while working towards post-secondary goals.

**COURSE** **ENGLISH 9-12**  
**PREREQUISITE** None  
**GRADE LEVEL** 9, 10, 11, 12  
**LENGTH** 1 year (4 years total)  
**CREDIT** 5 credits per semester  
**DESCRIPTION** English 9-12 is designed for students who want to improve and increase their reading ability. The class uses READ 180 by Scholastic to meet individual needs in reading and writing. In addition to READ 180, the class uses novel studies to strengthen reading comprehension, develop academic vocabulary, and broaden writing skills.

**COURSE** **MATH 9-10**  
**PREREQUISITE** None  
**GRADE LEVEL** 9, 10  
**LENGTH** 1 year (2 years total)  
**CREDIT** 5 credits per semester  
**DESCRIPTION** MATH 180 Course 2 curriculum transitions students to pre-algebra with an emphasis on building proportional reasoning with rates, ratios, linear relationships, and functions. Edmentum: online math program focusing on time, money and measurement.

**COURSE** **PERSONAL MANAGEMENT 11-12**  
**PREREQUISITE** None  
**GRADE LEVEL** 11, 12  
**LENGTH** 1 year (2 years total)  
**CREDIT** 5 credits per semester  
**DESCRIPTION** Personal Management covers a range of topics, including identifying personal strengths, identifying and overcoming challenges, cultivating communication skills,

interpersonal skills, building self-advocacy, setting personal goals, developing self-determination, exploring college/ career options, financial literacy, and strengthening executive functioning skills. Specific topics are determined each year based on student needs and challenges.

COURSE	<b><u>SCIENCE 9-12</u></b>
PREREQUISITE	None
GRADE LEVEL	9, 10, 11, 12
LENGTH	1 year (2 years total)
CREDIT	5 credits per semester
DESCRIPTION	Science 9-12 is a push-in science course designed to ensure all students have full access to the core subject matter standards. In this course, a general education science teacher and special education teacher provide targeted science instruction to support academic success in the general education science class.

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

**SUBJECT:** Board Calendar/Future Meetings

**DATE:** January 7, 2021

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

**BACKGROUND:**

The Board has approved Bylaw 9320, which states that regular Board meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approves 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, 2020-21 School Year January- June

Thursday Jan. 7	<b>Regular Board Meeting</b> ✓ Preliminary Enrollment Projection for 2021-22 ✓ Property Tax Update ✓ PGHS Course Bulletin Action/Discussion	VIRTUAL
Thursday Jan. 21	<b>Regular Board Meeting</b> ✓ School Accountability Report Cards ✓ Employee Recognition ✓ Acceptance of the 2019-20 Audit Report ✓ Report on Governor's Budget Proposal	VIRTUAL
Thursday Jan. 28	<b>Special Board Meeting</b> ✓ Board Goals – Review/Revise ✓ Strategic Plan – Review/Revised ✓ Superintendent's Goals	VIRTUAL
Thursday Feb. 4	<b>Regular Board Meeting</b> ✓ Budget Development Calendar ✓ Possible Personnel Action Presented as Information ✓ Preliminary Review of Site Master Schedules ✓ Possible Personnel Action (RIF) ✓ Quarterly Facilities Project Updates*	VIRTUAL
Thursday Mar. 4	<b>Regular Board Meeting</b> ✓ Second Interim Report ✓ Budget Revision #3 ✓ Open House Schedules Reviewed ✓ TRAN Resolution	VIRTUAL
Thursday Mar. 18	<b>Regular Board Meeting</b> ✓ Budget Projections and Assumptions ✓ Williams/Valenzuela Uniform Complaint Report	VIRTUAL
Thursday Apr. 1	<b>Regular Board Meeting</b> ✓ Review of Strategic Plan and LCAP (as needed) ✓ Approve 2021-22 Aug.- Dec. Board Meeting Calendar ✓ Quarterly District Safety Update	VIRTUAL
Thursday April 22	<b>Regular Board Meeting</b> ✓ Review of Site Master Schedules ✓ Review of Strategic Plan and LCAP (as needed) ✓ California Day of the Teacher ✓ Week of the CSEA Employee ✓ Begin Superintendent Evaluation	VIRTUAL
Thursday May 6	<b>Regular Board Meeting</b> ✓ Continue Superintendent Evaluation	VIRTUAL
Thursday May 20	<b>Regular Board Meeting</b> ✓ Complete Superintendent's Evaluation ✓ Review Governor's Revised Budget ✓ Suspensions/Expulsions Annual Report	VIRTUAL
Thursday June 3	<b>Regular Board Meeting</b> ✓ 2021-22 Budget Public Hearing ✓ Retiree Recognition ✓ LCAP Public Hearing	VIRTUAL



Thursday June 17	<p><b>Regular Board Meeting</b></p> <ul style="list-style-type: none"> <li>✓ Approval of Contracts and Purchase Orders for 2021-22</li> <li>✓ Review of Legal Services Costs</li> <li>✓ Solicitation of Funds Report</li> <li>✓ Consolidated Application</li> <li>✓ Approval of LCAP</li> <li>✓ 2021-22 Budget Adoption</li> </ul>	VIRTUAL
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*\*Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

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

**SUBJECT:** District Update on Response to COVID-19

**DATE:** January 7, 2021

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**INFORMATION:**

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

- Consent  
 Information/Discussion  
 Action/Discussion  
 Public Hearing

**SUBJECT:** Review of District Enrollment Projections for 2021-22

**DATE:** January 7, 2021

**PERSON RESPONSIBLE:** Song Chin-Bendib, Assistant Superintendent for Business Services

**RECOMMENDATION:**

The Administration recommends that the Board review the attached Enrollment projections for 2021-22.

**BACKGROUND:**

One of the first steps in the budgeting process is to estimate the number of students expected to be enrolled at each grade level. Once the number of students is projected, the District can then identify any changes to certificated staffing needs based upon changes in enrollment.

Overall, the total projected enrollment for 2021-22 remains relatively the same as 2020-21, at 1,925. The total is projected to be three students higher than the prior year's Census/CBEDs. Due to the covid 19 pandemic, 2020-21 total student population was unusually low. Once the pandemic is over, families may move back to Pacific Grove and student counts may rebound to pre-pandemic levels.

**INFORMATION:**

Preliminary observations for 2021-22:

- 1) Forest Grove enrollment is estimated to be 425, a projected **increase** of 12 students. Forest Grove will have a high 5<sup>th</sup> grade student counts in 2021-22. We do not know the kindergarten numbers at this point but will have a better idea in the spring. There are no recommended staffing changes at Forest Grove at this point.
- 2) Robert Down enrollment is estimated to be 440 students, which is a **decrease** of 2 students. The "bubble" will be the third grade classes, matriculated from the smaller 2<sup>nd</sup> grades the year prior. There are no recommended staffing changes at Robert Down at this point.
- 3) Middle School enrollment is expected to be 412, which is a **decrease** of 53 students. The decline is due to lower incoming 6<sup>th</sup> graders and graduating a higher number of current year's 8<sup>th</sup> graders. Staff will continue to monitor any enrollment adjustments.
- 4) High School enrollment is expected to be 628 students, which is an **increase** of 45 students from the 2020-21 Census (CBEDs). High School enrollment is estimated by moving the 8<sup>th</sup> Graders from the Middle School (new comers at 181 as compared to the current 9<sup>th</sup> grades at 136) into 9<sup>th</sup> Grade, and graduating out the 12<sup>th</sup> Graders (136 in 2020-21).
- 5) Community High School is expected to have enrollment of **20** students.
- 6) Overall, district enrollment is expected to be 1,925 students, which is an increase of **3** students.

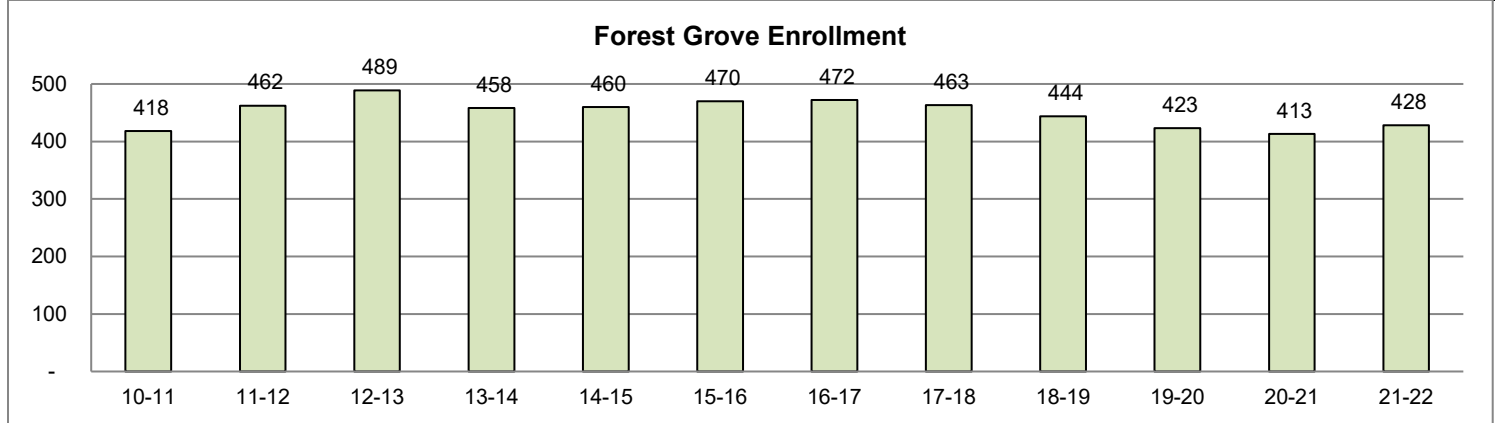
**FISCAL IMPACT:**

Changes in enrollment have no impact on revenues because the District receives its funding primarily from local property taxes. However, changes in enrollment does result in changes to Site Allocations, Certificated staffing, and any categorical budgets that receive funding based on enrollment.

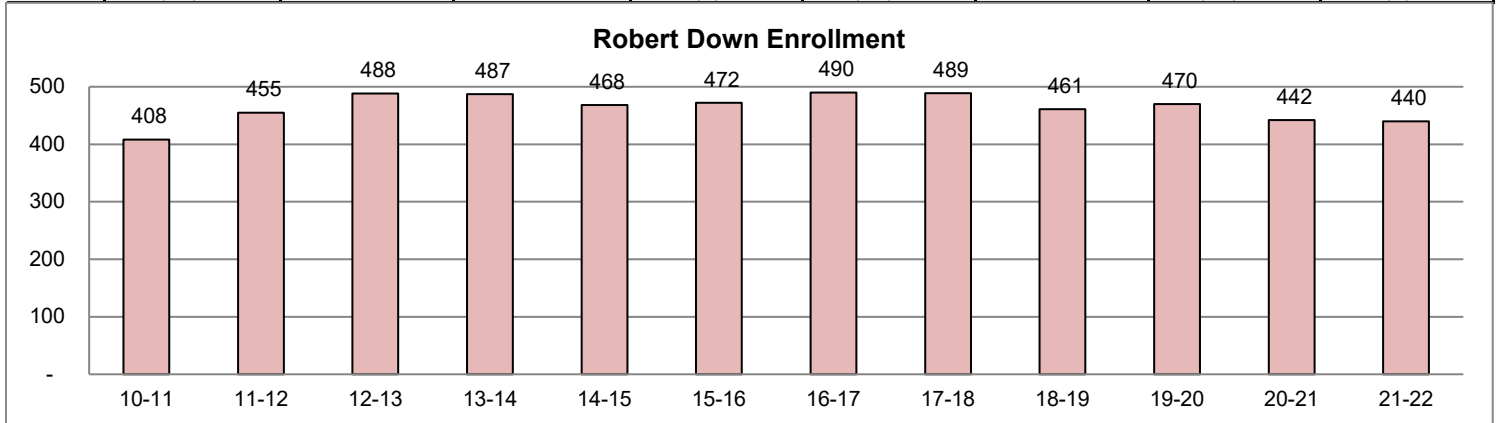
Pacific Grove Unified School District

# Enrollment - CBEDS

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	actual		actual		actual		actual		actual		actual		actual		estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
<b>Forest Grove</b>																
<b>TK</b>	27		26		28		27		26		25		17		25	
<b>K</b>	78		78		85		65		65		68		59		68	
<b>1</b>	64	0.0%	82	5.1%	73	-6.4%	86	1.2%	58	-10.8%	62	-4.6%	66	-2.9%	59	0.0%
<b>2</b>	69	1.5%	66	3.1%	80	-2.4%	66	-9.6%	89	3.5%	60	3.4%	66	6.5%	66	0.0%
<b>3</b>	69	-2.8%	70	1.4%	72	9.1%	77	-3.8%	63	-4.5%	84	-5.6%	61	1.7%	66	0.0%
<b>4</b>	75	11.9%	71	2.9%	68	-2.9%	76	5.6%	73	-5.2%	55	-12.7%	83	-1.2%	61	0.0%
<b>5</b>	78	-12.4%	77	2.7%	66	-7.0%	66	-2.9%	70	-7.9%	69	-5.5%	61	10.9%	83	0.0%
<b>Total</b>	<b>460</b>		<b>470</b>		<b>472</b>		<b>463</b>		<b>444</b>		<b>423</b>		<b>413</b>		<b>428</b>	
<b>change</b>	2	0.4%	10	2.2%	2	0.4%	(9)	-1.9%	(19)	-4.1%	(21)	-4.7%	(10)	-2.4%	15	3.6%

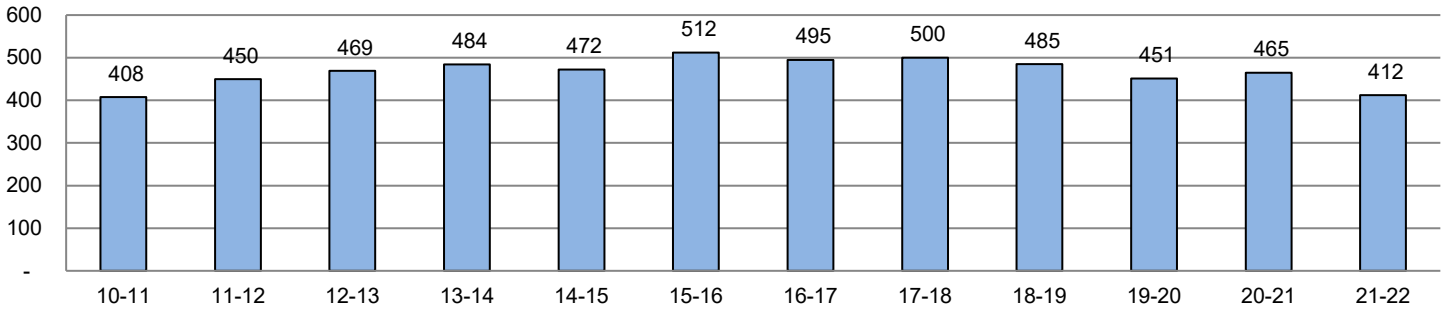


<b>Robert Down</b>																
<b>K</b>	76		68		87		76		81		66		61		65	
<b>1</b>	72	2.9%	83	9.2%	78	14.7%	90	3.4%	73	-3.9%	86	6.2%	72	9.1%	61	0.0%
<b>2</b>	79	-13.2%	79	9.7%	78	-6.0%	81	3.8%	88	-2.2%	74	1.4%	88	2.3%	72	0.0%
<b>3</b>	85	-5.6%	87	10.1%	73	-7.6%	76	-2.6%	76	-6.2%	92	4.5%	75	1.4%	88	0.0%
<b>4</b>	72	0.0%	86	1.2%	93	6.9%	73	0.0%	79	3.9%	73	-3.9%	79	-14.1%	75	0.0%
<b>5</b>	84	-3.4%	69	-4.2%	81	-5.8%	93	0.0%	64	-12.3%	79	0.0%	67	-8.2%	79	0.0%
<b>Total</b>	<b>468</b>		<b>472</b>		<b>490</b>		<b>489</b>		<b>461</b>		<b>470</b>		<b>442</b>		<b>440</b>	
<b>change</b>	(19)	-3.9%	4	0.9%	18	3.8%	(1)	-0.2%	(28)	-5.7%	9	2.0%	(28)	-6.0%	(2)	-0.5%



	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	actual		actual		actual		actual		actual		actual		actual		estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
<b>Middle School</b>																
<b>6</b>	153	-0.6%	188	16.0%	151	3.4%	155	5.4%	174	9.4%	131	-2.2%	151	2.0%	128	0.0%
<b>7</b>	163	-6.3%	164	7.2%	186	-1.1%	161	6.6%	144	-7.1%	180	3.4%	133	1.5%	151	0.0%
<b>8</b>	156	-3.7%	160	-1.8%	158	-3.7%	184	-1.1%	167	3.7%	140	-2.8%	181	0.6%	133	0.0%
<b>Total</b>	<b>472</b>	<b>-2.5%</b>	<b>512</b>	<b>8.5%</b>	<b>495</b>	<b>-3.3%</b>	<b>500</b>	<b>1.0%</b>	<b>485</b>	<b>-3.0%</b>	<b>451</b>	<b>-7.0%</b>	<b>465</b>	<b>3.1%</b>	<b>412</b>	<b>-11.4%</b>
<b>change</b>	<b>(12)</b>	<b>-2.5%</b>	<b>40</b>	<b>8.5%</b>	<b>(17)</b>	<b>-3.3%</b>	<b>5</b>	<b>1.0%</b>	<b>(15)</b>	<b>-3.0%</b>	<b>(34)</b>	<b>-7.0%</b>	<b>14</b>	<b>3.1%</b>	<b>(53)</b>	<b>-11.4%</b>

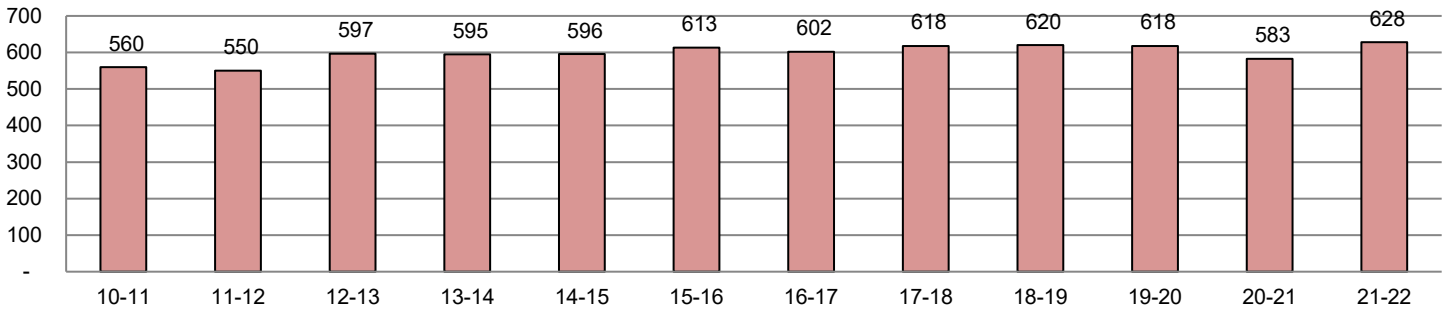
**Middle School Enrollment**



**High School**

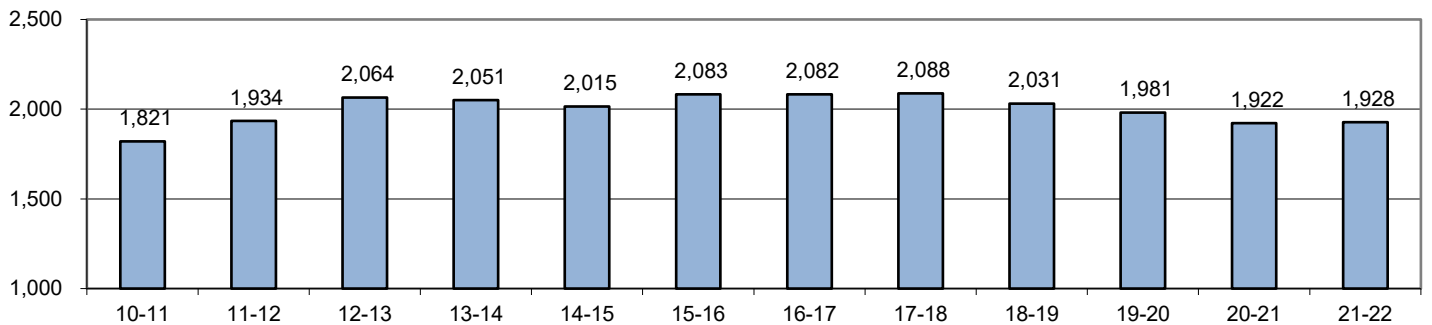
<b>9</b>	160	8.1%	164	5.1%	170	6.3%	169	7.0%	184	0.0%	168	0.6%	136	-2.9%	181	0.0%
<b>10</b>	151	-1.3%	155	-3.1%	152	-7.3%	170	0.0%	150	-11.2%	171	-7.1%	157	-6.5%	136	0.0%
<b>11</b>	151	-9.6%	147	-2.6%	138	-11.0%	144	-5.3%	148	-12.9%	138	-8.0%	154	-9.9%	157	0.0%
<b>12</b>	134	-4.3%	147	-2.6%	142	-3.4%	135	-2.2%	138	-4.2%	141	-4.7%	136	-1.4%	154	0.0%
<b>Total</b>	<b>596</b>		<b>613</b>		<b>602</b>		<b>618</b>		<b>620</b>		<b>618</b>		<b>583</b>		<b>628</b>	
<b>change</b>	<b>1</b>	<b>0.2%</b>	<b>17</b>	<b>2.9%</b>	<b>(11)</b>	<b>-1.8%</b>	<b>16</b>	<b>2.7%</b>	<b>2</b>	<b>0.3%</b>	<b>(2)</b>	<b>-0.3%</b>	<b>(35)</b>	<b>-5.7%</b>	<b>45</b>	<b>7.7%</b>

**High School Enrollment**



<b>CHS</b>	<b>19</b>		<b>16</b>		<b>23</b>		<b>18</b>		<b>21</b>		<b>19</b>		<b>19</b>		<b>20</b>	
<b>District</b>	<b>2,015</b>		<b>2,083</b>		<b>2,082</b>		<b>2,088</b>		<b>2,031</b>		<b>1,981</b>		<b>1,922</b>		<b>1,928</b>	
<b>change</b>	<b>(36)</b>	<b>-1.8%</b>	<b>68</b>	<b>3.4%</b>	<b>(1)</b>	<b>0.0%</b>	<b>6</b>	<b>0.3%</b>	<b>(57)</b>	<b>-2.7%</b>	<b>(50)</b>	<b>-2.5%</b>	<b>(59)</b>	<b>-3.0%</b>	<b>6</b>	<b>0.3%</b>

**Total District Enrollment**



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

**SUBJECT:** Review of July through November Property Tax Revenues and Overall Tax Projections for 2020-21 and Preliminary Projections for 2021-22

**DATE:** January 7, 2021

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

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**RECOMMENDATION:**

Administration recommends that the Board review the year-to-date receipts of Property Tax Revenue, overall tax projections for 2020-21, and preliminary projections for 2021-22.

**BACKGROUND:**

Property Tax revenues are received in various amounts throughout the year, but the majority of receipts occur in the months of December and April, as homeowners pay their property tax bills. The budget for property tax revenues should be reviewed following the December and April receipts of property tax revenues from the County Assessor’s Office. When the actual amounts are known, they can be compared to budgeted amounts and the District Budget can be revised if necessary.

**INFORMATION:**

Due to the COVID-19 pandemic, Pacific Grove USD has moved the first Board meeting in January earlier by one week. As a result, the posting of the December property tax receipts has not happened in time for the printing of the Board packet.

The actual December receipt will be shared with the Board on January 7, if the result is known by then. If it is not available, the amount will be presented to the Board at subsequent budget meetings.

Actual receipts since July 1, 2020 are as follows:

	<u>Projections</u>	<u>Actuals</u>	<u>Difference</u>
July	\$0	\$0	
August	\$0	\$0	
September	\$95,167	\$109,662	\$14,495
October	\$0	\$0	
November	\$1,053,094	\$1,135,394	\$82,300

The total projection for 2020-21 was increased to \$29,288,152 due to the two months' positive results. The increase was \$33,330. Further adjustments can happen when both the December and April tax receipts showing year-to-date at different amounts.

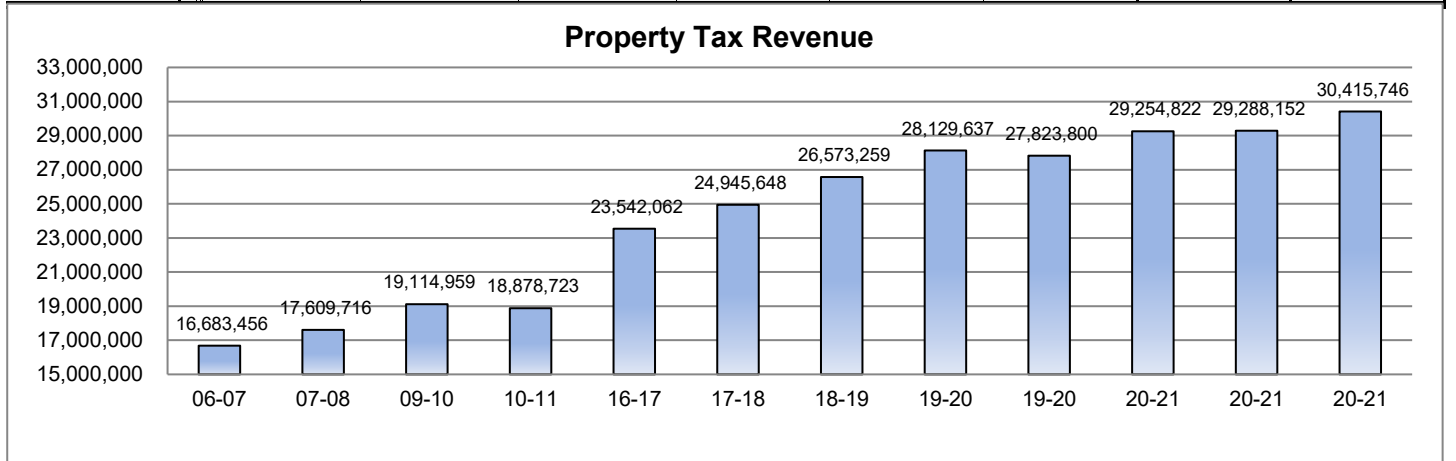
**2021-22:** In working with the Assessor for the new budget year of 2021-22, the projected rate of increase will be revised to 3.85% from the 3% applied at First Interim. This new change will be reflected at the Second Interim report filing. The 0.85% increase represents \$248,666 in projected property tax revenues.

**FISCAL IMPACT:**

This agenda item is for review only.

# Property Tax Revenue

	5.90%	5.96%	6.52%	5.86%	3.88%	4.00%	5.14%	3.85%
	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21	2020-21	2021-22
	actual	actual	actual	Revised	actual	Original Est.	Revised Est.	Estimate
<b>July</b>	-	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-	-
<b>August</b>	-	-	-	-	-	-	-	-
Year-to-Date	-	-	-	-	-	-	-	-
<b>September</b>	49,319	<b>56,920</b>	81,929	91,507	91,507	95,167	109,662	113,884
Year-to-Date	49,319	<b>56,920</b>	81,929	91,507	91,507	95,167	109,662	113,884
<b>October</b>	792,168	<b>818,005</b>	-	-	-	-	-	-
Year-to-Date	841,486	<b>874,925</b>	81,929	-	-	95,167	109,662	113,884
<b>November</b>	42,682	<b>46,407</b>	943,522	1,012,590	1,012,590	1,053,094	1,135,394	1,179,106
Year-to-Date	884,168	<b>921,332</b>	1,025,451	1,104,097	1,104,097	1,148,261	1,245,056	1,292,991
<b>December</b>	<b>12,688,993</b>	<b>13,648,659</b>	13,591,740	14,627,231	14,644,626	15,212,320	15,347,359	15,938,233
Year-to-Date	<b>13,573,161</b>	<b>14,569,991</b>	14,617,191	15,731,328	15,748,723	16,360,581	16,592,415	17,231,223
percent change	<b>8.35%</b>	<b>7.34%</b>	0.32%	2.74%	7.74%	3.89%	1.42%	5.32%
<b>January</b>	307,376	<b>755,156</b>	880,650	645,269	645,269	671,080	678,436	704,556
Year-to-Date	13,880,538	<b>15,325,147</b>	15,497,841	16,376,597	16,393,992	17,031,661	17,270,852	17,935,780
percent change	6.32%	<b>10.41%</b>	1.13%	0.94%	5.78%	3.89%	1.40%	5.31%
<b>February</b>	601,451	<b>1,459,505</b>	719,652	726,703	726,703	755,771	764,055	793,471
Year-to-Date	14,481,989	<b>16,784,652</b>	16,217,492	17,103,300	17,120,695	17,787,432	18,034,907	18,729,251
percent change	6.40%	<b>15.90%</b>	-3.38%	-4.91%	5.57%	3.89%	1.39%	5.29%
<b>March</b>	502,464	<b>5,135</b>	560,829	611,291	635,096	635,743	667,740	693,448
Year-to-Date	14,984,452	<b>16,789,787</b>	16,778,321	17,714,591	17,755,791	18,423,175	18,702,647	19,422,699
percent change	6.05%	<b>12.05%</b>	-0.07%	-1.55%	5.83%	3.76%	1.52%	5.43%
<b>April</b>	<b>8,041,076</b>	<b>7,665,157</b>	9,268,101	9,840,806	9,353,536	10,234,438	9,834,307	10,212,928
Year-to-Date	<b>23,025,529</b>	<b>24,454,944</b>	26,046,422	27,555,397	27,109,326	28,657,613	28,536,954	29,635,627
percent change	<b>5.80%</b>	<b>6.21%</b>	6.51%	1.11%	4.08%	5.71%	-0.42%	3.41%
<b>May</b>	83,677	72,178	102,453	111,672	62,709	116,139	65,932	68,471
Year-to-Date	23,109,205	24,527,122	26,148,876	27,667,069	27,172,035	28,773,752	28,602,886	29,704,097
percent change	5.91%	6.14%	6.61%	1.19%	3.91%	5.89%	-0.59%	3.23%
<b>June</b>	432,856	418,526	424,383	462,568	651,765	481,071	685,266	711,649
Year-to-Date	23,542,062	24,945,648	26,573,259	28,129,637	27,823,800	29,254,822	29,288,152	30,415,746
percent change	5.90%	5.96%	6.52%	1.02%	4.71%	5.14%	0.11%	3.97%
<b>Total</b>	<b>23,542,062</b>	<b>24,945,648</b>	<b>26,573,259</b>	<b>28,129,637</b>	<b>27,823,800</b>	<b>29,254,822</b>	<b>29,288,152</b>	<b>30,415,746</b>
<b>Inc (Dec)</b>	<b>1,310,658</b>	<b>1,403,586</b>	<b>1,627,611</b>	<b>1,546,050</b>	<b>1,250,541</b>	<b>1,431,022</b>	<b>33,330</b>	<b>1,160,924</b>
percent change	<b>5.90%</b>	<b>5.96%</b>	<b>6.52%</b>	<b>5.55%</b>	<b>4.71%</b>	<b>5.14%</b>	<b>0.11%</b>	<b>3.97%</b>





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

**SUBJECT:** Measure D Projects

**DATE:** January 7, 2021

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

**RECOMMENDATION:**

The District Business Office recommends that the Board review and provide direction to the Measure D projects list.

**BACKGROUND:**

The Pacific Grove community passed the Measure D maintenance bond on March 3, 2020. Measure D will provide PGUSD with \$30 million dollars to repair aging facilities and infrastructure. Measure D is broken up into four disbursements which have been titled Series A, B, C, and D. Series A bonds will be sold late Spring of 2021 and will be spent over a period of two years until Series B funds come available in Spring of 2023.

**INFORMATION:**

Attached is an updated list of Measure D projects and the anticipated “Series” they will fall into. Series A is broken up into year 1, year 2, and years 1 & 2. Staff is requesting direction to move forward with bidding and proposals for year 1 projects. Contracts for each of the year 1 projects will be brought back to the board for approval over the next few months.

In addition, staff is requesting a special board meeting to discuss and plan for Series A year 2, Series B, Series C, and Series D projects.

**FISCAL IMPACT:**

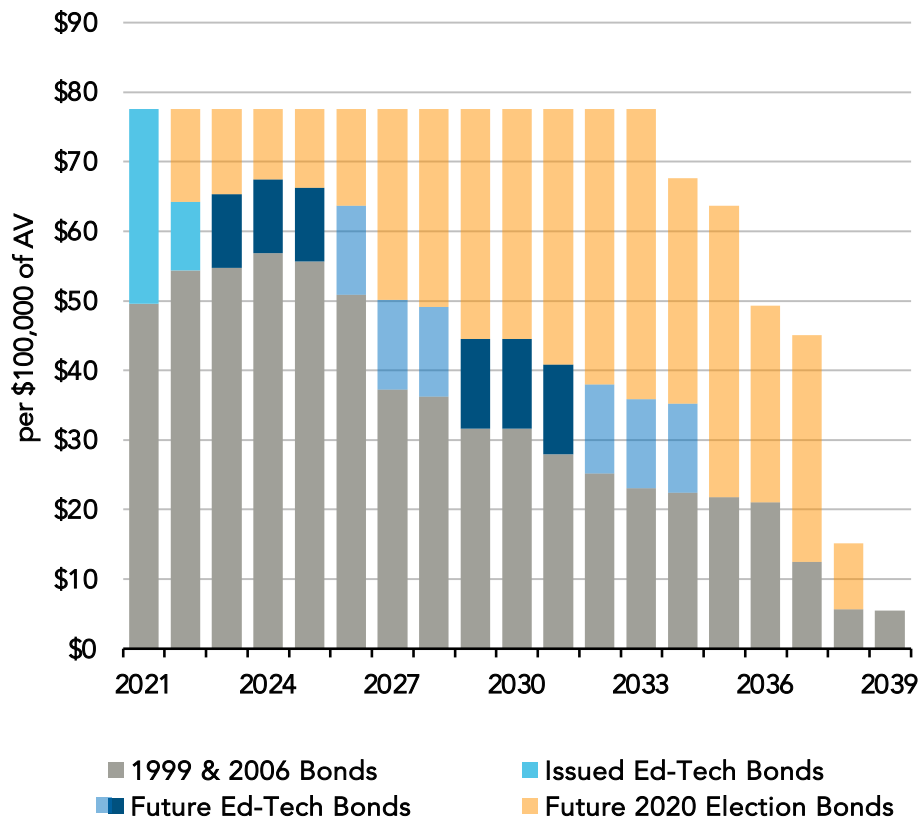
Amount – Information Only

School Funding Source: Measure D

# Measure D (2020) Bonds

## \$30 MILLION UNISSUED 2020 ELECTION BONDS

Tax Rate Per \$100,000 of AV\*



Combined Future Bond Issuance Schedule			
FY Ending	Ed-Tech Bonds®	2020 Bonds	
2021		\$6,000,000	SERIES A
2022	\$2,080,000		
2023		\$6,540,000	SERIES B
2024			
2025	\$2,800,000	\$8,350,000	SERIES C
2026			
2027		\$9,110,000	SERIES D
2028	\$3,100,000		
2029			
2030			
2031	\$3,439,000		
<b>Total</b>	<b>\$11,419,000</b>	<b>\$30,000,000</b>	

\*Assumes 3.50% AV growth

## MEASURE D ESTIMATED EXPENDITURES BY SERIES

<u>Amount</u>	<u>Series</u>	<u>Estimated</u>	<u>Over/Under</u>
\$6,000,000.00	<i>Series A</i>	\$5,194,730.00	805,270.00
\$6,540,000.00	<i>Series B</i>	\$5,871,750.00	668,250.00
\$8,350,000.00	<i>Series C</i>	\$7,230,850.00	1,119,150.00
\$9,110,000.00	<i>Series D</i>	\$7,282,100.00	1,827,900.00
<b>\$30,000,000.00</b>	<b>Total</b>	<b>\$25,579,430.00</b>	<b>4,420,570.00</b>

## MEASURE D PROJECTS BY SITE

<b>High School</b>	<b>\$8,084,250.00</b>
<b>Year 1</b>	<b>\$1,685,000.00</b>
Series A	
Foods Classroom	\$100,000.00
Intercom & Bell System	\$115,000.00
Irrigation & Vegetation Replacement (Phase 1)	\$20,000.00
K&L Dry Rot & Termite Damage	\$500,000.00
Pool Heater Replacement	\$100,000.00
Stadium Field Replacement	\$550,000.00
Track Replacement	\$300,000.00
<b>Year 2</b>	<b>\$100,000.00</b>
Series A	
Replace Phone System	\$100,000.00
<b>2023 to 2025</b>	<b>\$3,962,000.00</b>
Series B	
Exterior Painting	\$264,500.00
JV & Varsity Backstop & Bleachers	\$172,500.00
O-Wing Portables	\$1,625,000.00
Roofing & Gutters	\$1,750,000.00
Electrical Room Ground Water Sealing	\$75,000.00
Library Basement Ground Water Sealing	\$75,000.00
<b>2025 to 2027</b>	<b>\$888,250.00</b>
Series C	
Exterior Painting	\$264,500.00
HVAC	\$373,750.00
Slurry Seal & Stripe	\$250,000.00
<b>2027 to 2030</b>	<b>\$1,449,000.00</b>
Series D	
Classroom Flooring	\$471,500.00
Irrigation & Vegetation Replacement (Phase 2)	
Stadium Field Replacement	\$632,500.00
Track Replacement	\$345,000.00
Science Rooms	
Woodshop	

## MEASURE D PROJECTS BY SITE

<b>Middle School</b>	<b>\$2,316,800.00</b>
<b>Year 1</b>	<b>\$255,000.00</b>
Series A	
Exterior Painting & Dry Rot Repair	\$140,000.00
Irrigation & Vegetation Replacement (Phase 1)	\$15,000.00
PAC Stage and Production Improvements	\$100,000.00
<b>Year 2</b>	<b>\$110,000.00</b>
Series A	
Replace Phone System	\$50,000.00
Woodshop Roofing	\$60,000.00
<b>2023 to 2025</b>	<b>\$300,000.00</b>
Series B	
Flooring	\$300,000.00
<b>2025 to 2027</b>	<b>\$1,152,300.00</b>
Series C	
HVAC	\$290,950.00
Intercom & Bell System	\$115,000.00
Roof & Gutters	\$649,750.00
Slurry Seal & Stripe	\$96,600.00
<b>2027 to 2030</b>	<b>\$499,500.00</b>
Series D	
Exterior Painting	\$149,500.00
Irrigation & Vegetation Replacement (Phase 2)	
Elevators	\$350,000.00
Science Rooms	
Woodshop	

## MEASURE D PROJECTS BY SITE

<b>Robert Down</b>	<b>\$4,354,950.00</b>
<b>Year 1</b>	<b>\$10,000.00</b>
Series A	
Irrigation & Vegetation Replacement (Phase 1)	\$10,000.00
<b>Year 2</b>	<b>\$315,000.00</b>
Series A	
Exterior Painting & Dry Rot Repair	\$135,000.00
Playground Structures	\$100,000.00
VCT Flooring Replacement	\$80,000.00
<b>2023 to 2025</b>	<b>\$523,450.00</b>
Series B	
HVAC	\$281,750.00
Intercom & Bell System	\$75,000.00
Slurry Seal & Stripe	\$66,700.00
Ottertorium Improvements	\$100,000.00
<b>2025 to 2027</b>	<b>\$3,006,000.00</b>
Series C	
1st Grade Portable Replacment	\$2,300,000.00
Playground Structures	\$200,000.00
Roof & Gutters	\$506,000.00
<b>2027 to 2030</b>	<b>\$500,500.00</b>
Series D	
Classroom Flooring	\$293,250.00
Exterior Painting	\$132,250.00
Irrigation & Vegetation Replacement (Phase 2)	
Basement Ground Water Sealing	\$75,000.00

## MEASURE D PROJECTS BY SITE

<b>Forest Grove</b>	<b>\$4,327,950.00</b>
<b>Year 1</b>	<b>\$101,250.00</b>
Series A	
Intercom & Bell System	\$86,250.00
Irrigation & Vegetation Replacement (Phase 1)	\$15,000.00
<b>Year 2</b>	<b>\$10,000.00</b>
Series A	
Rain Gutters K-Wing	\$10,000.00
<b>2023 to 2025</b>	<b>\$338,950.00</b>
Series B	
Exterior Painting	\$201,250.00
Playground Slurry Seal & Stripe	\$112,700.00
Playground Structures	\$25,000.00
<b>2025 to 2027</b>	<b>\$977,500.00</b>
Series C	
HVAC	\$253,000.00
Roof & Gutters	\$724,500.00
<b>2027 to 2030</b>	<b>\$2,900,250.00</b>
Series D	
Classroom Flooring	\$299,000.00
E-Wing Portable Replacement	\$2,300,000.00
Exterior Painting	\$201,250.00
Irrigation & Vegetation Replacement (Phase 2)	
Kindergarten Playground Structure	\$100,000.00

## MEASURE D PROJECTS BY SITE

<b>Adult School</b>	<b>\$1,483,050.00</b>
<b>Year 1</b>	<b>\$5,000.00</b>
Series A	
Irrigation & Vegetation Replacement (Phase 1)	\$5,000.00
<b>Year 2</b>	<b>\$20,000.00</b>
Series A	
Replace Phone System	\$20,000.00
<b>2025 to 2027</b>	<b>\$516,350.00</b>
Series C	
HVAC	\$102,350.00
Roof & Gutters	\$414,000.00
<b>2027 to 2030</b>	<b>\$941,700.00</b>
Series D	
Exterior Painting	\$140,300.00
Irrigation & Vegetation Replacement (Phase 2)	\$45,000.00
Repave & Stripe	\$156,400.00
Flooring	\$200,000.00
Window Replacement	\$350,000.00
Pine Ave Co-Op Playground	\$50,000.00



## MEASURE D PROJECTS BY SITE

<b>David Ave</b>	<b>\$1,395,950.00</b>
<b>Year 1</b>	<b>\$15,000.00</b>
Series A	
Irrigation & Vegetation Replacement (Phase 1)	\$15,000.00
<b>Year 2</b>	<b>\$1,113,000.00</b>
Series A	
Driveway Improvements	\$110,000.00
Exterior Painting	\$88,000.00
Playground Structures	\$150,000.00
Replace Phone System	\$5,000.00
Roofing & Gutters	\$530,000.00
Sewer Line Replacement	\$230,000.00
<b>2023 to 2025</b>	<b>\$56,350.00</b>
Series B	
Playground Slurry Seal & Stripe	\$56,350.00
<b>2025 to 2027</b>	<b>\$95,450.00</b>
Series C	
Exterior Painting	\$95,450.00
<b>2027 to 2030</b>	<b>\$116,150.00</b>
Series D	
HVAC	\$116,150.00
Irrigation & Vegetation Replacement (Phase 2)	

## MEASURE D PROJECTS BY SITE

<b>Food Service</b>	<b>\$150,000.00</b>
<b>2027 to 2030</b>	<b>\$150,000.00</b>
Series D	
Equipment Replacement	\$150,000.00
<b>FMO</b>	<b>\$355,000.00</b>
<b>Year 1</b>	<b>\$355,000.00</b>
Series A	
Maintenance Vans/Trucks/Trailers	\$200,000.00
Replace Grounds Mowers	\$105,000.00
Warehouse and Shop Equipment Replacement	\$50,000.00
<b>District Office</b>	<b>\$581,000.00</b>
<b>Year 1</b>	<b>\$5,000.00</b>
Series A	
Irrigation & Vegetation Replacement (Phase 1)	\$5,000.00
<b>Year 1 &amp; 2</b>	<b>\$100,000.00</b>
Series A	
Bond Admin Assistant	\$100,000.00
<b>2023 to 2025</b>	<b>\$146,000.00</b>
Series B	
Bond Admin Assistant	\$100,000.00
Exterior Painting	\$46,000.00
<b>2025 to 2027</b>	<b>\$100,000.00</b>
Series C	
Bond Admin Assistant	\$100,000.00
<b>2027 to 2030</b>	<b>\$230,000.00</b>
Series D	
Bond Admin Assistant	\$100,000.00
Irrigation & Vegetation Replacement (Phase 2)	
Replace Grounds Trucks	\$80,000.00
Replace John Deere Tractor	\$50,000.00

## MEASURE D PROJECTS BY SITE

<b>All Sites</b>	<b>\$1,650,480.00</b>
<b>Year 1 &amp; 2</b>	<b>\$775,480.00</b>
Series A	
Emergency Repair Contingency	\$150,000.00
Re-Key & Replace Hardware	\$500,480.00
Technology Infrastructure & Wiring	\$50,000.00
In-House Maintenance Projects	\$75,000.00
<b>2023 to 2025</b>	<b>\$325,000.00</b>
Series B	
Emergency Repair Contingency	\$150,000.00
Technology Infrastructure & Wiring	\$50,000.00
In-House Maintenance Projects	\$75,000.00
Student Restroom Partition Repairs	\$50,000.00
<b>2025 to 2027</b>	<b>\$275,000.00</b>
Series C	
Emergency Repair Contingency	\$150,000.00
Technology Infrastructure & Wiring	\$50,000.00
In-House Maintenance Projects	\$75,000.00
<b>2027 to 2030</b>	<b>\$275,000.00</b>
Series D	
Emergency Repair Contingency	\$150,000.00
Safety Blind Replacement	
Technology Infrastructure & Wiring	\$50,000.00
In-House Maintenance Projects	\$75,000.00
ADA Improvements	
Electrical Infrastructure Improvements	

## MEASURE D PROJECTS BY SITE

<b>Bond Fees</b>	<b>\$880,000.00</b>
<b>Year 1 &amp; 2</b>	<b>\$220,000.00</b>
Series A	
Bond Fees	\$220,000.00
<b>2023 to 2025</b>	<b>\$220,000.00</b>
Series B	
Bond Fees	\$220,000.00
<b>2025 to 2027</b>	<b>\$220,000.00</b>
Series C	
Bond Fees	\$220,000.00
<b>2027 to 2030</b>	<b>\$220,000.00</b>
Series D	
Bond Fees	\$220,000.00

## MEASURE D PROJECTS SERIES A YEAR 1

<b>Robert Down</b>	<b>\$10,000.00</b>
Irrigation & Vegetation Replacement (Phase 1)	\$10,000.00
<b>Middle School</b>	<b>\$255,000.00</b>
Exterior Painting & Dry Rot Repair	\$140,000.00
Irrigation & Vegetation Replacement (Phase 1)	\$15,000.00
PAC Stage and Production Improvements	\$100,000.00
<b>High School</b>	<b>\$1,685,000.00</b>
Foods Classroom	\$100,000.00
Intercom & Bell System	\$115,000.00
Irrigation & Vegetation Replacement (Phase 1)	\$20,000.00
K&L Dry Rot & Termite Damage	\$500,000.00
Pool Heater Replacement	\$100,000.00
Stadium Field Replacement	\$550,000.00
Track Replacement	\$300,000.00
<b>Forest Grove</b>	<b>\$101,250.00</b>
Intercom & Bell System	\$86,250.00
Irrigation & Vegetation Replacement (Phase 1)	\$15,000.00
<b>FMO</b>	<b>\$355,000.00</b>
Maintenance Vans/Trucks/Trailers	\$200,000.00
Replace Grounds Mowers	\$105,000.00
Warehouse and Shop Equipment Replacement	\$50,000.00
<b>District Office</b>	<b>\$5,000.00</b>
Irrigation & Vegetation Replacement (Phase 1)	\$5,000.00
<b>David Ave</b>	<b>\$15,000.00</b>
Irrigation & Vegetation Replacement (Phase 1)	\$15,000.00
<b>Adult School</b>	<b>\$5,000.00</b>
Irrigation & Vegetation Replacement (Phase 1)	\$5,000.00
<b>Grand Total</b>	<b>\$2,431,250.00</b>

MEASURE D PROJECTS  
SERIES A YEAR 1 & 2

INFORMATION/DISCUSSION D

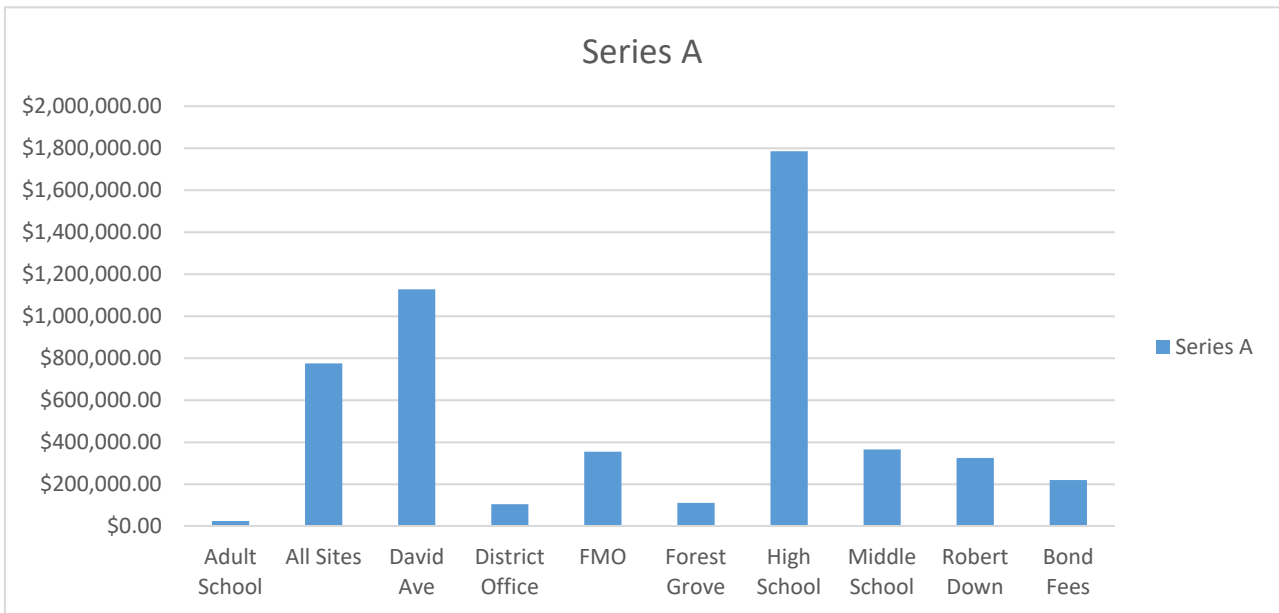
<b>District Office</b>	<b>\$100,000.00</b>
Bond Admin Assistant	\$100,000.00
<b>Bond Fees</b>	<b>\$220,000.00</b>
Bond Fees	\$220,000.00
<b>All Sites</b>	<b>\$775,480.00</b>
Emergency Repair Contingency	\$150,000.00
In-House Maintenance Projects	\$75,000.00
Re-Key & Replace Hardware	\$500,480.00
Technology Infrastructure & Wiring	\$50,000.00
<b>Grand Total</b>	<b>\$1,095,480.00</b>

## MEASURE D PROJECTS SERIES A YEAR 2

<b>Robert Down</b>	<b>\$315,000.00</b>
Exterior Painting & Dry Rot Repair	\$135,000.00
Playground Structures	\$100,000.00
VCT Flooring Replacement	\$80,000.00
<b>Middle School</b>	<b>\$110,000.00</b>
Replace Phone System	\$50,000.00
Woodshop Roofing	\$60,000.00
<b>High School</b>	<b>\$100,000.00</b>
Replace Phone System	\$100,000.00
<b>Forest Grove</b>	<b>\$10,000.00</b>
Rain Gutters K-Wing	\$10,000.00
<b>David Ave</b>	<b>\$1,113,000.00</b>
Driveway Improvements	\$110,000.00
Exterior Painting	\$88,000.00
Playground Structures	\$150,000.00
Replace Phone System	\$5,000.00
Roofing & Gutters	\$530,000.00
Sewer Line Replacement	\$230,000.00
<b>Adult School</b>	<b>\$20,000.00</b>
Replace Phone System	\$20,000.00
<b>Grand Total</b>	<b>\$1,668,000.00</b>

## MEASURE D PROJECTS SERIES A BY SITE

<b>Adult School</b>	<b>\$25,000.00</b>
<b>All Sites</b>	<b>\$775,480.00</b>
<b>David Ave</b>	<b>\$1,128,000.00</b>
<b>District Office</b>	<b>\$105,000.00</b>
<b>FMO</b>	<b>\$355,000.00</b>
<b>Forest Grove</b>	<b>\$111,250.00</b>
<b>High School</b>	<b>\$1,785,000.00</b>
<b>Middle School</b>	<b>\$365,000.00</b>
<b>Robert Down</b>	<b>\$325,000.00</b>
<b>Bond Fees</b>	<b>\$220,000.00</b>





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

**SUBJECT:** Future Agenda Items

**DATE:** January 7, 2021

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

**BACKGROUND:**

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be .... submitted to the Superintendent or designee with supporting documents and information ...”

**INFORMATION:**

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the January 7, 2021 Regular Board Meeting:

- Board requested a Special Board Meeting for Board Goals, Strategic Plan and Superintendent Goals (Tentative January 28, 2021)
- A member of the public requested Dual Language Elementary Program (March 18, 2021)
- Board requested an update about teacher housing (TBD)
- Board requested a presentation on Diversify Our Narrative (TBD)
- Board requested a renewed discussion about district solar panels (Spring 2021)
- A member of the public requested that the Board consider streaming all Board meetings after COVID conditions (Late April 2021)
- A member of the public requested the District review how to improve Distance Learning for students and families including (Late January):
  - Survey to families
  - Review of instructional minutes of the elementary schools
  - Review of grades and enrollment levels
  - Social Emotional Support of Students
- Board requested academic review of grades by grade level including AP for middle and high school (Early February)