

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

Trustees

*John Paff, President
Brian Swanson, Clerk
Debbie Crandell
Cristy Dawson
Bill Phillips
Lexi Rohrer, Student Rep*

DATE: Thursday, June 8, 2017

TIME: 6:00 p.m. Closed Session
7:00 p.m. Open Session

LOCATION: District Office - Jessie Bray Conference Room
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

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 2016/17 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Matt Bell, Rick Miller and Ralph Gómez Porras, for the purpose of giving direction and updates.
- 2. Personnel Matter

3. Conclude Superintendent's Evaluation 2016-17

B. Public comment on Closed Session item

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session

1. Negotiations - Collective Bargaining Session preparation with the PGTA for 2016/17

2. Personnel Matter

3. Conclude Superintendent's Evaluation 2016-17

B. Pledge of Allegiance

IV. PACIFIC GROVE HIGH SCHOOL ROBOTICS TEAM PRESENTATION

The Administration recommends that the Board enjoy a presentation from Teacher Isaac Rubin and the Robotics Team of Pacific Grove High School.

V. COMMUNICATIONS

A. Written Communication

B. Board Member Comments

C. Superintendent Report

D. PGUSD Staff Comments (Non Agenda Items)

VI. 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.

VII. CONSENT AGENDA

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

A. Minutes of May 25, 2017 Board Meeting

Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.

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- B. Certificated Assignment Order #15 15
Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Certificated Assignment Order #15.
- C. Classified Assignment Order #15 17
Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #15.
- D. Quarterly Report on Williams Uniform Complaints 19
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186(d).
- E. Warrant Schedules No. 584 21
Recommendation: (Rick Miller, Assistant Superintendent) As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District's budget, and purchasing and accounting practices and therefore, recommend Board approval.
- F. Board Policy and Regulation Update Uniform Complaint Procedures 23
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and approve the revisions to Board Policy, Regulation and Exhibit 1312.3; Regulation and Exhibit 1312.4, as required by Education Code.
- G. Board Policy, Regulation and Exhibit 5030 Wellness Policy Update 55
Recommendation: (Dianne Hobson, Nutrition Director) The Administration recommends that the Board review and approve updates to Board Policy, Regulation, Exhibit 5030-A and Exhibit 5030-B referencing the Wellness Policy.
- H. Contract for Kate Gallaway, Math Specialist for the Elementary Grades 86
Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The Administration recommends that the Board review and approve the contract with Kate Gallaway, Math Specialist for the Elementary grades for 2017-2018.
- I. Contract Renewal with the U.C. Santa Cruz Student Teacher Program 90
Recommendation: (Billie Mankey, Director of Human Resources) The District Administration recommends that the Board review and approve the contract renewing partnership with U.C. Santa Cruz in the effort to support new teachers entering the teaching profession.
- J. Special Education Contract for Compensatory Services 92
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve the Student Services Department request to contract with an independent tutor to provide compensatory services for a student on an IEP once the tutor has been identified.

Move: _____ Second: _____ Vote: _____

VIII. PUBLIC HEARING I

Public Hearing for District Budget for 2017-18

93

Public Hearing- The District Administration will present the final draft of the 2017-18 District Budget for Board review and Public Hearing. (Rick Miller, Assistant Superintendent)

Open Public Hearing: _____ Close Public Hearing: _____

IX. PUBLIC HEARING II

Public Hearing for the Local Control Accountability Plan (LCAP)

117

Public Hearing- The District Administration will present the final draft of the 2017-18 LCAP for Board review and Public Hearing. (Ani Silva, Director of Curriculum and Special Projects) Appendix G in Board packet.

Open Public Hearing: _____ Close Public Hearing: _____

X. PUBLIC HEARING III AND ACTION/DISCUSSION- ITEM A

A. Public Hearing for Tentative Agreement with Pacific Grove Teacher's Association (PGTA)

222

Recommendation: (Rick Miller, Assistant Superintendent) The Administration recommends that the Board hold a public hearing for the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teacher's Association (PGTA).

Open Public Hearing: _____ Close Public Hearing: _____

A. Approval of Tentative Agreement with Pacific Grove Teacher's Association (PGTA)

226

Recommendation: (Rick Miller, Assistant Superintendent) The Administration recommends That the Board review and approve the Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teacher's Association (PGTA).

Move: _____ Second: _____ Vote: _____

XI. ACTION/DISCUSSION

B. First and/or Final Read: Board Policy 5137 Positive School Climate

230

Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review the new Board Policy 5137 Positive School Climate, as required by Education Code.

Move: _____ Second: _____ Vote: _____

C. First and/or Final Read: Board Policy and Regulation 5141.52 Suicide Prevention

233

Recommendation: (Clare Davies, Director of Student Services) The Administration recommends that the Board review the new Board Policy and Regulation 5141.52 Suicide Prevention, as required by Education Code.

Move: _____ Second: _____ Vote: _____

- D. First and/or Final Read: Board Policy and Regulation 3230 Federal Grant Funds 240
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review the new Board Policy and Regulation 3230 Federal Grant Funds, as required by Education Code.

Move: _____ Second: _____ Vote: _____

- E. Forest Grove Elementary School and Robert Down Elementary School Portable Project 249
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends that the Board review and provide feedback of short, medium, and long term solutions to the Portable Project pricing and classroom space.

Move: _____ Second: _____ Vote: _____

- F. Job Description Revision for Recreation Coordinator 276
Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends the Board review and approve the changes to the Recreation Coordinator position.

Move: _____ Second: _____ Vote: _____

- G. Board Calendar/Future Meetings 279
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: _____ Vote: _____

XII. INFORMATION/DISCUSSION

- A. AB300 Information 282
Recommendation: (Diane Beron, Pacific Grove Unified School District State Preschool Teacher; Linda Williams, State Preschool Administrator) The Pacific Grove Unified School District State Preschool would like the Board to review and understand the changes proposed by AB 300 and the effect this may have on the State Preschool program.

Board Direction: _____

- B. Pacific Grove Unified School District Math Update 283
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The Administration wishes to update the Board regarding the Pacific Grove Unified School District math progress and next steps.

Board Direction: _____

- C. Review of Special Education Contracts 284
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review the present and projected status of Special Education contracts.

Board Direction: _____

D. Future Agenda Items

287

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.

Monterey Bay Swim Club (June 29)

Elementary Counseling Information/Discussion (August 2017)

Spanish Class at Elementary Schools (Fall 2017)

Fencing for Security (Fall 2017)

AP Classes (Fall 2017)

Board Direction: _____

XIII. ADJOURNMENT

Next regular meeting: June 29, 2017 – District Office at 7:00 p.m.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of May 25, 2017 – District Office

I. OPENED BUSINESS

- A. Called to Order 6:00 p.m.
- B. Roll Call
- | | |
|-------------------------|---|
| President: | Trustee Paff |
| Clerk: | Trustee Swanson |
| Trustees Present: | Trustee Crandell |
| | Trustee Phillips via phone at 7:00 p.m. |
| Administration Present: | Superintendent Porras |
| | Assistant Superintendent Miller |
| Board Recorder: | Mandi Freitag |

C. Adopted Agenda

Changes to the agenda include a correction to the Community High School SPSA, Matt Bell should be listed as Principal of Community High School; a revised Certificated Assignment Order; and a revised signed page for the Robert Down Elementary School SPSA.

MOTION Crandell/Swanson to adopt agenda as amended.

Public comment: none

Motion CARRIED 3 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2016/17 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Ralph Gómez Porras and Rick Miller, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2016/17. [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Ralph Gómez Porras and Billie Mankey, for the purpose of giving direction and updates.
3. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code § 54957]
4. Report to Board Assistant Superintendent Evaluation
5. Begin Superintendent Evaluation

B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session 6:03 p.m.

III. RECONVENED IN OPEN SESSION

7:10 p.m.

1. Reported action taken in Closed Session:1. Negotiations – Collective Bargaining Session preparation with the PGTA for 2015/16

The Board received information and provided direction to Administration.

2. Negotiations - Collective Bargaining Session preparation with the CSEA for 2015/16

The Board received information and provided direction to Administration.

3. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code § 54957]

The Board discussed this item.

4. Report to Board Assistant Superintendent Evaluation

The Board discussed this item.

5. Begin Superintendent Evaluation

The Board discussed this item.

B. Pledge of AllegianceLed By: Henrietta Rivera**IV. PACIFIC GROVE MIDDLE SCHOOL MATHLETICS PRESENTATION**

Teacher Elaine Demarco, joined by the Mathletics Team of Pacific Grove Middle School provided the Board an update on their recent successes, including sweeping the Monterey County Mathletics Competition. Here are the results of their hard work:

On Saturday, May 13, 2017 at the 49th Annual Monterey County Mathletics competition held at Hartnell College. All twelve of the mathletes were called to the stage to be honored.

6th Grade Team (William Coen, Christian Cuellar, Jack Weyant): FIRST PLACE

7th Grade Team (Corbin Olney, Cristopher Rosas, Hannan Yun): FIRST PLACE

8th Grade Team (Sam Coutts, Sofia Guertin, Anastacia Hunt): FIRST PLACE

Integrated Math-1 Team (Caroline Coen, Thomas Paff, Danica Tang): THIRD PLACE

Here is a recap of the individual results:

6th Grade:

FIRST PLACE: William Coen

THIRD PLACE: Jack Weyant

HONORABLE MENTION:

Christian Cuellar

7th Grade:

FIRST PLACE: Cristopher Rosas

SECOND PLACE: Corbin Olney

8th Grade Teams:

Integrated Math-1:

THIRD PLACE: Caroline Coen

HONORABLE MENTION: Thomas Paff

8th Grade:

HONORABLE MENTION: Sofia

Guertin

DeMarco also recognized a particularly outstanding student, Cristopher Rosas.

V. BOARD MEMBER APPOINTMENT

A. Voting

Trustee Phillips was called via speaker phone to join this portion of the Board meeting. President Paff reminded the audience that the majority vote of 3 or more would conclude the voting process. After round one, the majority vote concluded Cristy Dawson as the new appointed Trustee of Pacific Grove Unified School District Board of Education.

B. Appointment

MOTION Paff/Crandell to nominate Cristy Dawson.

Public comment: none

Motion CARRIED 4 – 0 by roll call vote

The Board thanked all candidates, noting it was a hard decision, and that all candidates embody the spirit of this school board.

Trustee Phillips signed off at 7:37 p.m.

C. Swearing in by Monterey County Superintendent of Schools Dr. Nancy Kotowski

VI. RECOGNITION OF RETIREES/STAFF RECOGNITION

Recognition followed by a brief recess.

RETIREES

Dennis Chappin, 25 years

Carole Anloff, 3.5 years

Danielle Hartnett, 10 years

Becky Ohsiek, 15.5 years

Pat Rolander, 12 years

Eloise Guidara, 27 years

Henrietta Rivera, 11 years

STAFF RECOGNITION

Amy Riedel, RHD

Amy Tulley, PGMS

Andrew Bradley, RHD

Anna Spade, RHD

Anne Scanlon, RHD

Barbara Martinez, AE

Billie Mankey, DO

Bruce Cates, DO

Buck Roggeman, FG

Che Burns, Maintenance

Christina Renteria, RHD

Cindy Waznis, RHD

Darcy Tuinenga, PGMS

Denise Johnson, RHD

Dianne Hobson, DO

Efren Torres, Maintenance

Eloise Guidara, RHD

Erica Chavez, RHD

Greg Ellis, Maintenance

Henrietta Rivera, RHD

Irene Valdez, FG

Isaac Rubin, PGHS

Jacqueline Perkins, RHD

Jennifer Erickson, PGHS

Joy Steineke, AE

Justin Matlow, PGMS

Karen Levy, RHD

Kari Serpa, FG

VII. COMMUNICATIONS

A. Written Communication

The Board received a number of letters in support of candidates, as well as regarding counseling for Forest Grove and Robert Down Elementary Schools.

B. Board Member Comments

Trustee Crandell attended the senior awards night at PG High School, and noted the event provides the public an incredible idea of what our students and district are made of.

Trustee Swanson acknowledged PG Pride, and the great people in attendance.

Trustee Dawson is excited to be a part of the Board and thanked her fellow Board members for their confidence in her.

Trustee Paff welcomed Trustee Dawson, noting her credentials and education background. Trustee Paff also attended the senior awards night and said it was a tremendous presentation.

C. Superintendent Report

Superintendent Porras thanked Pacific Grove High School for their incredible music performances, also acknowledged the great senior awards night. Superintendent Porras also acknowledged the Famous Persons Event at Robert Down with Karen Levy. Finally, Porras reminded the Board of the upcoming graduation week.

D. PGUSD Staff Comments (Non Agenda Items)

Pacific Grove Middle School Assistant Principal Jason Tovani and Pacific Grove High School Assistant Principal Sean Keller noted the senior students went down to the middle school to speak to the 8th grade students.

Superintendent Porras thanked Pacific Grove High School Assistant Principal Sean Keller for his assistance during Principal Matt Bell's absence this week.

Forest Grove Elementary School Principal Buck Roggeman invited the Board to the upcoming Falcon Fest.

VIII. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Dr. Tom Moore, President of Monterey Peninsula Soccer League presented a check to Pacific Grove High School Girls Soccer for \$5,403.50 and another check to the Pacific Grove High School Boys Soccer for \$5,403.50.

President of the Monterey Bay Swim Club Ron Gerren asked to be placed on a future agenda to speak to the Board regarding the relationship with the District.

Former Board member Beth Shammias congratulated Superintendent Porras for Public Official of the Year through the Pacific Grove Chamber of Commerce. Shammias also reminded the Board that a new member changes the Board, and that it is important to formally figure out how to move forward, encouraged the Board to attend Board trainings, and asked that the members not take it for granted.

IX. CONSENT AGENDA

- A. Approval of Minutes of May 16, 2017 Special Board Meeting
- B. Certificated Assignment Order #14
- C. Classified Assignment Order #14
- D. Acceptance of Donations
- E. Out of County or Overnight Activities
- F. 2016-17 Budget Revisions #4
- G. Acceptance of Quarterly Treasurer's Report
- H. Warrant Schedules No. 583
- I. Robert H. Down Elementary School 2017-18 Single Plan for School Achievement
- J. Forest Grove Elementary School 2017-18 Single Plan for Student Achievement
- K. Pacific Grove Middle School 2017-18 Single Plan for Student Achievement
- L. Pacific Grove High School 2017-18 Single Plan for Student Achievement
- M. Pacific Grove Community High School Single Plan for Student Achievement 2017-2018
- N. School Accountability Report Cards
- O. Updates to Board Policies and Regulation Referencing Bullying and Cyberbullying: Board Policy and Regulation 5131 Conduct; Board Policy 6163.4 Student Use of Technology; Board Policy 5131.3 Bullying/Cyberbullying

The Board asked a question regarding item F, Assistant Superintendent Miller answered the question.

Changes to the agenda include a correction to the Community High School SPSA, Matt Bell should be listed as Principal of Community High School; a revised Certificated Assignment Order; and a revised signed page for the Robert Down Elementary School SPSA.

MOTION Swanson/Crandell to approve consent agenda as amended.

Public comment: none

Motion CARRIED 4 – 0

X. PUBLIC HEARING I

Public Hearing of 6th-8th Grade English Language Arts Adoption

Director Ani Silva presented information to the Board.

Open Public Hearing: 8:47 p.m.

Close Public Hearing: 8:48 p.m.

XI. ACTION/DISCUSSION A

- A. Approval of 6th-8th Grade English Language Arts Adoption

The Board discussed this item, including costs to Measure A with Administration.

MOTION Crandell/Dawson to approve the 6th-8th Grade English Language Arts Adoption.

Public comment: none

Motion CARRIED 4 – 0

XII. PUBLIC HEARING II

Public Hearing of Pacific Grove High School Advanced Placement Human Geography Textbook Adoption

Director Ani Silva presented information to the Board. The Board discussed concerns regarding Advance Placement for freshmen.

Open Public Hearing: 8:53 p.m.

Close Public Hearing: 8:57 p.m.

XIII. ACTION/DISCUSSION B

B. Approval of Pacific Grove High School Advanced Placement Human Geography Textbook Adoption

MOTION Swanson/Dawson to approve Pacific Grove High School Advanced Placement Human Geography Textbook Adoption.

Public comment: none

Motion CARRIED 4 – 0

C. Resolution #998 Adopting Procedures and Guidelines for Selection of Lease-Leaseback Contract

Director Matt Kelly presented information to the Board. The Board discussed this item.

MOTION Paff/Crandell to approve Resolution #998 Adopting Procedures and Guidelines for Selection of Lease-Leaseback Contract.

Public comment: none

Motion CARRIED 4 – 0 by roll call vote

D. Forest Grove Elementary School Portable Project

Director Matt Kelly provided the Board results from the recent bid, which totaled over \$1.5M for both portable projects. Kelly explained the local economy and the reason behind the high bids at this time. The Board discussed costs, site options with Principal Roggeman, Principal Linda Williams and Principal Barbara Martinez.

MOTION Crandell/Dawson to reject the bid for the Forest Grove Elementary School Portable Project as presented tonight.

Public comment: none

Motion CARRIED 4 – 0

The Board directed Administration to bring back the portables item on June 8, 2017 with viable options for the Board to consider.

E. Robert Down Elementary School Portable Project

MOTION Crandell/Dawson to reject the bid for the Robert Down Elementary School Portable Project as presented tonight.

Public comment: none

Motion CARRIED 4 – 0

The Board directed Administration to bring back the portables item on June 8, 2017 with viable options for the Board to consider.

F. Monterey Peninsula College (MPC) and Pacific Grove Unified School District (PGUSD) College and Career Access Pathways Partnership Agreement (CCAP)

Assistant Principal Sean Keller presented information to the Board.

MOTION Paff/Crandell to approve Monterey Peninsula College (MPC) and Pacific Grove Unified School District (PGUSD) College and Career Access Pathways Partnership Agreement (CCAP).

Public comment: none

Motion CARRIED 4 – 0

G. Board Calendar/Future Meetings

No action taken.

MOTION Swanson/Crandell to extend the meeting by no later than 10:30 p.m.

Public comment: none

Motion CARRIED 4 – 0

XV. INFORMATION/DISCUSSIONA. Future Agenda Items

Spanish Class at Elementary Schools (Fall 2017)

Fencing for Security (Fall 2017)

The Board asked for the following items to be added to future agenda items:

Elementary Schools Portable Project Options (June 8)

Monterey Bay Swim Club (June 29)

Elementary Counseling Information/Discussion (August 2017)

Advanced Placement Classes (Fall 2017)

CLOSED SESSION

Adjourned to Closed Session

10:05 p.m.

RECONVENED IN OPEN SESSION

7:10 p.m.

Reported action taken in Closed Session:

The Board discussed the Superintendent's evaluation.

XVI. ADJOURNED

10:20 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

SUBJECT: Certificated Assignment Order #15

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

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #15

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. 15
June 8, 2017**

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NEW HIRE:

Gabriella Downer, RDE 1st Grade Teacher, 1.0 fte., Column IV, Step 5, + MA effective August 7, 2017 (replaces Juliana Dacuyan)

Christina Luciano, RDE Kindergarten Teacher, 1.0 fte., Column VI, Step 10, effective August 7, 2017 (replaces Jessica Zimmerman)

TEMPORARY APPOINTMENT:

TEMPORARY RE-APPOINTMENT:

Emily Gutierrez, PGHS, CTE Computer/Technology teacher, part-time, 0.60 FTE, Column III, Step 3, effective August 8, 2017 through June 1, 2018 only

Jennifer Erickson, PGHS, CTE Culinary Arts Teacher, Temporary, 1.0 FTE, Column III, Step 3, effective August 8, 2017 through June 1, 2018 only

Tony Payan, PGHS, CTE Sports Medicine Teacher, Temporary, 0.40 FTE, Column VI, Step 9 + Doctoral, effective August 8, 2017 through June 1, 2018 only

Matt Kelly, PGHS, CTE Art Teacher, Temporary, 0.60 FTE, Column VI, Step 23, effective August 8, 2017 through June 1, 2018 only

Juliana Dacuyan, from RDE Elementary Teacher to District Elementary TOSA Educational Technology, 1.0 FTE, effective August 8, 2017 through June 1, 2018 only

TEMPORARY INCREASE IN ASSIGNMENT:

Kathy Buller, PGHS Spanish Teacher, temporary increase, 0.20 FTE, effective August 8, 2017 through June 1, 2018 only

ADDITIONAL ASSIGNMENT: 2017 summer curriculum planning, paid per time sheet at the credentialed sub rate and funded through Curriculum:

ENGLISH, 3 days, effective June 5, 2017 through June 7, 2017

PGMS: JoLynne Costales, Diana Rookstool

PGHS: Karinne Gordon, Balena Lominario, Nicole Bulich, Larry Haggquist, Jenna Hall, Katie Selfridge

RDE: Illuminate Assessment/Alignment, 1 day paid per time sheet, at the credentialed sub rate and funded through Curriculum: Denise Johnson, Karen Levy

STIPENDS: 2016-17 PGMS Athletic Season:

Name	Assignment	Stipend	Funding Source
Greg Marshall Audrey Kitayama	PGMS Athletic Director	0.50 fte/0.50 fte	GF
Dennis Rosen	Wrestling Coach	1.0 fte	GF

SUBSTITUTES:

Martha Froke

RESIGNATION:

Amy Tackett, District Speech Therapist resigns effective June 2, 2017

SUBJECT: Classified Assignment Order #15

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

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #15

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 ORDER NO. 15
June 8, 2017

2 of 2

SUBSTITUTES:

John Intagliata

Koy Rugama, sub custodian

RETIREMENT:

Christine Conneau, Instructional Assistant, PGHS, effective June 30, 2017 after 31 years of successful service with the Pacific Grove Unified School District

RESIGNATION:

Jaime Jorn, PGMS Instructional Assistant (P.E.) resigns effective June 2, 2017

SUBJECT: Quarterly Report on Williams Uniform Complaints

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186 (d).

BACKGROUND:

Each quarter the district is required, per Ed. Code 35186(d) to “prepare and submit a report of summarized data on the nature and resolution of all uniform complaints to the district board and county superintendent.”

INFORMATION:

For the fourth quarter of the 2016/17 academic year, there were no incidents or complaints filed against any of the criteria: Therefore, it is acknowledged that

1. There are sufficient textbooks and instructional materials for each student to use in class;
2. School facilities are clean, safe and maintained in good repair;
3. There are no teacher vacancies or misassignments;
4. All eligible students who did not pass the CAHSEE were notified of the availability of services and the right to file a complaint.
5. Parents, teachers and the public know how to obtain complaint forms.

FISCAL IMPACT:

None.

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Pacific Grove Unified School District

Person completing this form: Mandi Freitag Title: Executive Assistant

Quarterly Report Submission Date: ☐ October 2016
 (Please check one) ☐ January 2017
☐ April 2017
☒ July 2017

Date for information to be reported publicly at governing board meeting: June 8, 2017

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

Ralph Gómez Porras
Print Name of District Superintendent


Signature of District Superintendent

June 8, 2017
Date

SUBJECT: Warrant Schedule 584

PERSON(S) RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District's budget, and purchasing and accounting practices and therefore, recommend Board approval.

BACKGROUND:

The attached listing of warrants identifies payments made by the District during the noted time period from May 4, 2017 through May 31, 2017.

INFORMATION:

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

WARRANT SCHEDULE NO. 584Warrants- PayrollMAY '17

Certificated-	Regular 05/05/17	\$	0
	Regular 05/10/17	\$	10,228.87
	Regular 05/15/17	\$	1,156.00
	Regular 05/31/17	\$	1,415,915.69
Total Certificated		\$	<u>1,427,300.56</u>
Other-	Regular 05/05/17	\$	0
	Regular 05/10/17	\$	1,680.00
	Regular 05/15/17	\$	0
	Regular 05/31/17	\$	2,243.21
Total Other		\$	<u>3,923.21</u>
Classified-	Regular 05/05/17	\$	0
	Regular 05/10/17	\$	13,417.82
	Regular 05/15/17	\$	4,775.20
	Regular 05/31/17	\$	562,381.71
Total Classified		\$	<u>580,574.73</u>
<u>TOTAL PAYROLL</u>		\$	<u>2,011,798.50</u>

Warrants- AP

Warrants <u>12311969</u> through <u>12311993</u> (05/04/17)	\$	<u>7,086.43</u>
Warrants <u>12313052</u> through <u>12313087</u> (05/09/17)	\$	<u>96,453.47</u>
Warrants <u>12313899</u> through <u>12313935</u> (05/11/17)	\$	<u>42,018.03</u>
Warrants <u>12314826</u> through <u>12314860</u> (05/16/17)	\$	<u>79,029.48</u>
Warrants <u>12315563</u> through <u>12315585</u> (05/18/17)	\$	<u>36,425.79</u>
Warrants <u>12316541</u> through <u>12316572</u> (05/23/17)	\$	<u>81,185.37</u>
Warrants <u>12318049</u> through <u>12318056</u> (05/25/17)	\$	<u>33,341.18</u>
<u>TOTAL WARRANTS</u>	\$	<u>2,387,338.25</u>

SUBJECT: Board Policy and Regulation Update Uniform Complaint Procedures

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and approve the revisions to Board Policy, Regulation and Exhibit 1312.3; Regulation and Exhibit 1312.4, as required by Education Code.

INFORMATION:

Uniform Complaint Procedures updates to Board Policy, Regulation and Exhibit 1312.3; Regulation and Exhibit 1312.4, are required by Education Code.

FISCAL IMPACT:

None.

Pacific Grove Unified School District

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Community Relations

Policy #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Policy

The Governing Board recognizes that the District is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The District uniform complaint procedures (UCP) will be used to investigate the following complaints:

1. Any complaint alleging unlawful discrimination, harassment, intimidation, or bullying based on one or more of the following actual or perceived characteristics, or association with a person or group with one or more of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, color, age, religion, sexual orientation, or any other characteristics identified in Education Code sections 200 and 220, Government Code section 11135, or Penal Code section 422.55, in any District program or activity that receives or benefits from state financial assistance.
2. Complaints alleging failure to comply with state or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education programs, Regional Occupational Centers and Programs, foster and homeless youth services, lactating student accommodations, physical education instructional minute requirements for students in grades 1-6, educational content course requirements for grades 9-12, graduation requirements exemptions for former juvenile court school students, school safety planning, child care and development programs, child nutrition programs, ~~foster and homeless youth services,~~ and special education programs. (Title 5, Sections 4610, 4620)
3. Any complaint alleging District violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (Title 5, Section 4610)
4. Any complaint alleging the District's noncompliance with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP). (Education Code Section 52075)

The Board encourages the early, informal resolution of complaints at the site level whenever possible. In the event that issues are not resolved informally, a written complaint of alleged noncompliance by the District may be filed using the District's UCP Complaint form (Exhibit 1312.3(a)) and in accordance with Administrative Regulation 1312.3.

Upon receipt of a written complaint from an individual, public agency or organization (Exhibit 1312.3(a)), uniform complaint procedures shall be initiated. The Superintendent or designee shall distribute full information about these procedures.

The parties may utilize alternative methods to resolve the allegations in a complaint, including, but not limited to mediation. (Title 5, Section 4631) The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate a mediation process before beginning a formal compliance investigation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping

Pacific Grove Unified School District

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Community Relations

Policy #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Policy

the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. (Title 5, Section 4621)

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Legal Reference:

EDUCATION CODE

200-262.3 Prohibition of discrimination

222 Lactation accommodations for parenting students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18179 School libraries

35146 Closed sessions

35160 Authority of governing boards

44670.1-44671.5 School personnel staff development and resource centers

48853, 48853.5, 49069.5, 51225.1, 51225.2 and 5 CCR § 4622 Homeless students and students in foster care

48985 Notices in language other than English

49013 Pupil fees

49060-49079 Student records

49490-49560 Child nutrition programs

51210 and 51223 Elementary school physical education instructional minutes

51225.2 Former juvenile court school students' graduation requirement exemptions

51228.1, 51228.2 and 51228.3 Assigning students to course periods without educational content

51513 Personal beliefs

52000-52049.1 School improvement programs

52075 Local Control and Accountability Plan

52160-52178 Bilingual education programs

52300-52483 Vocational education

52500-52616.24 Adult schools

52800-52863 School-based coordinated programs

54000-54041 Economic impact aid programs

54100-54145 Miller-Unruh Basic Reading Act

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56885 Special education programs

59000-59300 Special schools and centers

64000 Consolidated application process

GOVERNMENT CODE

54957-54957.8 Closed sessions

CODE OF REGULATIONS, TITLE 5

3080 Application of section 4600-4671

4600 – 4671 Uniform Complaint Procedures

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UNIFORM COMPLAINT PROCEDURES

Mandated Policy

UNITED STATES CODE, TITLE 20
1221 – 1232g General Education Provisions Act
1681 – 1688 Discrimination based on sex or blindness, Title IX
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1 – 100.13 Nondiscrimination
CSBA Date – 10/97

Pacific Grove Unified School District

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Community Relations

Policy #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Policy

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2. Complaints alleging failure to comply with state or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education programs, Regional Occupational Centers and Programs, foster and homeless youth services, lactating student accommodations, physical education instructional minute requirements for students in grades 1-6, educational content course requirements for grades 9-12, graduation requirements exemptions for former juvenile court school students, school safety planning, child care and development programs, child nutrition programs, and special education programs. (Title 5, Sections 4610, 4620)
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Pacific Grove Unified School District

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Mandated Policy

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100.1 – 100.13 Nondiscrimination
CSBA Date – 10/97

Pacific Grove Unified School District

REDLINE

Community Relations

Regulation #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Procedures

Compliance Officers

The Governing Board designates the following compliance officer/s who shall be responsible for initially receiving all complaints, investigating as appropriate and/or delegating to the appropriate Program Administrator to investigate and ensure District compliance with law: (Title 5, Section 4621)

Director, Human Resources
435 Hillcrest Avenue
Pacific Grove, CA 93950
(831)-646-6507

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee. (Title 5, Section 4621)

Notifications

The Superintendent or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of District complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

The above notification shall state that complainants may seek help from agencies such as legal assistance agencies, local mediation centers or the county office of education. Local resources include:

- o Monterey County Office of Education
- o Department of Fair Employment and Housing
- o Office of Civil Rights
- o Equal Employment Opportunity Commission

Procedures

The following procedures shall be used to address only the complaints specified in Board Policy 1312.3. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

Filing of Complaint

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying

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Issued: July 16, 1998

Reviewed: Sept. 5, 2002

Revised Sept. 4, 2008

~~February 4, 2016~~ May 25, 2017

.CSBA: 10/97

Pacific Grove Unified School District

REDLINE

Community Relations

Regulation #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Procedures

Complaints alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the district superintendent or his or her designee shall be made in writing. The period for filing may be extended by the district superintendent or his or her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The district superintendent shall respond immediately upon a receipt of a request for extension. (Title 5, Section 4630)

2. Complaints alleging violations of federal or state law governing certain programs

A written complaint alleging District violation of applicable federal or state laws governing adult education programs, consolidated categorical aid programs, migrant education, career technical education and training programs, Regional Occupational Centers and Programs, child care and development programs, child nutrition programs, foster and homeless youth services, lactating student accommodations, physical education instructional minute requirements for students in grades 1-6, Educational content course requirements for grades 9-12, graduation requirements exemptions for former juvenile court school students, school safety planning or special education programs, may be filed by any individual, public agency, or organization. (Education Code Sections 222, 51210, 51223, 51225.1, 51225.2, 51228.1, 51228.2, 51228.3, and Title 5, Sections 4610 and 4630)

3. Complaints regarding pupil fees and LCAP violations

Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP, may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, those complaints must be filed no later than one year from the date the alleged violation occurred. (Education Code Sections 49013, 52075; Title 5 Section 4630)

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, District staff shall help him or her to file the complaint. (Title 5, Section 4600)

Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

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Pacific Grove Unified School District

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Community Relations

Regulation #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Procedures

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, Section 4631)

Investigation of Complaint

The compliance officer will hold an investigative meeting with the complainant within five school days of receiving the complaint. The complainant, and his or her representative, will have an opportunity to present the complaint(s) and evidence or information leading to support the allegations of non-compliance with state and federal laws and/or regulations. (Title 5, Section 4631)

Parties to the dispute may discuss the complaint and question each other or each other's witnesses. If the complainant does not attend the meeting, the District representative will make a formal note of the occurrence and move forward in completing the investigation.

The District will investigate the complaint and issue the complainant a written report within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time. (Title 5, Section 4631)

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. (Title 5, Section 4631)

Refusal by the District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (Title 5, Section 4631)

Response

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the District's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (Title 5, Section 4631)

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Pacific Grove Unified School District

REDLINE

Community Relations

Regulation #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Procedures

Final Written Decision

The report of the District's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the District shall arrange a meeting at which a community member will interpret it for the complainant.

This written decision shall include:

1. The findings of fact based on the evidence gathered,
2. Conclusions of law,
3. Disposition of the complaint,
4. The rationale for the disposition,
5. Corrective actions, if they are warranted, including, with respect to a pupil fee complaint, a remedy that comports with Education Code sections 49013(d) and Title 5, Section 4600(u).
6. Notice of the complainant's right to appeal the District's decision to the California Department of Education (CDE), and
7. Procedures to be followed for initiating an appeal to the CDE.
(Title 5, Section 4631)

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of District expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the District's decision and must include a copy of the locally filed complaint and the District's decision. (Title 5, Section 4652)

See Policy #1312.3
CSBA Date – 10/97

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UNIFORM COMPLAINT PROCEDURES

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Pacific Grove Unified School District

FINAL

Community Relations

Regulation #1312.3

UNIFORM COMPLAINT PROCEDURES

Mandated Procedures

Compliance Officers

The Governing Board designates the following compliance officer/s who shall be responsible for initially receiving all complaints, investigating as appropriate and/or delegating to the appropriate Program Administrator to investigate and ensure District compliance with law: (Title 5, Section 4621)

Director, Human Resources
435 Hillcrest Avenue
Pacific Grove, CA 93950
(831)-646-6507

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Notifications

The Superintendent or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of District complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

The above notification shall state that complainants may seek help from agencies such as legal assistance agencies, local mediation centers or the county office of education. Local resources include:

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- o Department of Fair Employment and Housing
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Procedures

The following procedures shall be used to address only the complaints specified in Board Policy 1312.3. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

Filing of Complaint

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying

Pacific Grove Unified School District

FINAL

Community Relations

Regulation #1312.3

UNIFORM COMPLAINT PROCEDURES

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Complaints alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the district superintendent or his or her designee shall be made in writing. The period for filing may be extended by the district superintendent or his or her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The district superintendent shall respond immediately upon a receipt of a request for extension. (Title 5, Section 4630)

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A written complaint alleging District violation of applicable federal or state laws governing adult education programs, consolidated categorical aid programs, migrant education, career technical education and training programs, Regional Occupational Centers and Programs, child care and development programs, child nutrition programs, foster and homeless youth services, lactating student accommodations, physical education instructional minute requirements for students in grades 1-6. Educational content course requirements for grades 9-12, graduation requirements exemptions for former juvenile court school students, school safety planning or special education programs, may be filed by any individual, public agency, or organization. (Education Code Sections 222,51210, 51223, 51225.1, 51225.2, 51228.1, 51228.2, 51228.3, and Title 5, Sections 4610 and 4630)

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Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP, may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, those complaints must be filed no later than one year from the date the alleged violation occurred. (Education Code Sections 49013, 52075; Title 5 Section 4630)

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1. The findings of fact based on the evidence gathered,
2. Conclusions of law,
3. Disposition of the complaint,
4. The rationale for the disposition,
5. Corrective actions, if they are warranted, including, with respect to a pupil fee complaint, a remedy that comports with Education Code sections 49013(d) and Title 5, Section 4600(u).
6. Notice of the complainant's right to appeal the District's decision to the California Department of Education (CDE), and
7. Procedures to be followed for initiating an appeal to the CDE.
(Title 5, Section 4631)

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of District expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the District's decision and must include a copy of the locally filed complaint and the District's decision. (Title 5, Section 4652)

See Policy #1312.3
CSBA Date – 10/97

Page 4 of 4

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Issued: July 16, 1998

Reviewed: Sept. 5, 2002

Revised Sept. 4, 2008

May 25, 2017

.CSBA: 10/97

Pacific Grove Unified School District

REDLINE

Community Relations

Exhibit #1312.3

PACIFIC GROVE UNIFIED SCHOOL DISTRICT Uniform Complaint Form

Please complete all information and return this form to:

PGUSD Human Resource Office
435 Hillcrest Avenue
Pacific Grove, CA 93950

If you need help filling out the form please contact the Human Resources Director at 646-6507.

Date	Name of Complainant	School
Address	City	State Zip
Phone (Day)	Phone (Evening)	Phone (Cell)

Name of Parent if not Complainant

Please check and complete "A" or "B" the appropriate box(es):

- A. ☐ I am filing a complaint alleging unlawful discrimination, harassment, intimidation, or bullying based on one or more of the following actual or perceived characteristics, or association with a person or group with one or more of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, ethnic group identification, color, age, religion, genetic information, sex or sexual orientation ~~ethnic group identification, religion, age, gender, color, or physical and/or mental disability, sex, sexual orientation, race, ancestry, national origin~~ in any District program or activity that receives or benefits from state financial assistance.
- B. ☐ I am filing a complaint alleging ~~failure to comply with~~ a violation of federal and/or state laws ~~in governing~~ any of the following ~~programs~~: adult education, consolidated categorical aid programs, career technical and technical education, Regional Occupational Centers and Programs, migrant education, vocational education, child care and development programs, foster and homeless youth services, lactating student accommodations, physical education instructional minute requirements for students in grades 1-6 serving grades 1-8, educational content course requirements for grades 9-12, graduation requirements exemptions for former juvenile court school students, child nutrition programs services, or special education and school safety planning, programs and federal school safety planning requirements. Please specify the program(s): _____.
- C. ☐ I am filing a complaint alleging violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.
- D. ☐ I am filing a complaint alleging that the District has not complied with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP).

Date and results of informal meeting and/or mediation (if applicable): _____

(If you need additional space, you may attach a separate sheet of paper to this complaint form.)

Name of Employee or Program about whom the complaint is being made: _____

For each box that you checked, please specifically describe the nature of your complaint. Be as factual and specific as possible. Discrimination complaints must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts supporting the alleged discrimination. Therefore, you must at least

(For Office Use Only)

Date Received	Date Complainant was contacted
Expected Date of Written Response (60 working days)	

Pacific Grove Unified School District

REDLINE

Community Relations

Exhibit #1312.3

indicate the approximate date of the alleged violation. If the violation has occurred over a period of time or is continuing, please indicate the time period in question.

Details of the complaint (attach appropriate supporting documents):

Specific remedy sought:

Within 60 calendar days following the receipt of the complaint a written report of the district's investigation shall be completed.

Signature of Complainant: _____

(For Office Use Only)

Date Received _____ Date Complainant was contacted _____

Expected Date of Written Response (60 working days) _____

Pacific Grove Unified School District

FINAL

Community Relations

Exhibit #1312.3

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
Uniform Complaint Form**

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435 Hillcrest Avenue
Pacific Grove, CA 93950**

If you need help filling out the form please contact the Human Resources Director at 646-6507.

Date	Name of Complainant	School
Address	City	State Zip
Phone (Day)	Phone (Evening)	Phone (Cell)

Name of Parent if not Complainant

Please check the appropriate box(es):

- A. ☐ I am filing a complaint alleging unlawful discrimination, harassment, intimidation, or bullying based on one or more of the following actual or perceived characteristics, or association with a person or group with one or more of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, ethnic group identification, color, age, religion, genetic information, sex or sexual orientation in any District program or activity that receives or benefits from state financial assistance.
- B. ☐ I am filing a complaint alleging a violation of federal or state laws governing any of the following: adult education, consolidated categorical aid programs, career technical and technical education, Regional Occupational Centers and Programs, migrant education, child care and development programs, foster and homeless youth services, lactating student accommodations, physical education instructional minute requirements for students in grades 1-6, educational content course requirements for grades 9-12, graduation requirements exemptions for former juvenile court school students, child nutrition programs, or special education and school safety planning Please specify the program(s): _____.
- C. ☐ I am filing a complaint alleging violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.
- D. ☐ I am filing a complaint alleging that the District has not complied with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP).

Date and results of informal meeting and/or mediation (if applicable): _____

(If you need additional space, you may attach a separate sheet of paper to this complaint form.)

For each box that you checked, please specifically describe the nature of your complaint. Be as factual and specific as possible. Discrimination complaints must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts supporting the alleged discrimination. Therefore, you must at least indicate the approximate date of the alleged violation. If the violation has occurred over a period of time or is continuing, please indicate the time period in question.

Details of the complaint (attach appropriate supporting documents):

(For Office Use Only)

Date Received

Date Complainant was contacted

Expected Date of Written Response (60 working days)

Pacific Grove Unified School District

FINAL

Community Relations

Exhibit #1312.3

Specific remedy sought:

Within 60 calendar days following the receipt of the complaint a written report of the district's investigation shall be completed.

Signature of Complainant: _____

(For Office Use Only)

Date Received

Date Complainant was contacted

Expected Date of Written Response (60 working days)

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

REDLINE

Community Relations

Regulation #1312.4

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186)

1. Instructional materials
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
2. Teacher vacancy or misassignment
 - a. A semester begins and a certificated teacher is not assigned to teach the class.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code 33126)
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186)

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

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Community Relations

Regulation #1312.4

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

4. ~~Valenzuela/CAHSEE Intensive Instruction and Services Programs~~

~~A student was not offered or did not receive requested additional instruction and assistance towards passing the CAHSEE for up to two years after the completion of grade 12 or until he/she passes both parts of the CAHSEE, whichever comes first.~~

~~a. Pupils, including English learners, who have not passed one or both parts of the California High School Exit Examination (CAHSEE) by the end of grade 12 are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first;~~

~~b. English learners, who have not passed one or both parts of the CAHSEE by the end of grade 12, are entitled to receive services to improve English proficiency as needed to pass those parts of the CAHSEE not yet passed, for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first; and~~

~~c. Pupils, who have not passed one or both parts of the CAHSEE by the end of grade 12, have the right to file a complaint regarding intensive instruction and services under the Uniform Complaint Procedures if he or she was not provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first.~~

Filing of Complaint

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

REDLINE

Community Relations

Regulation #1312.4

A complaint alleging any condition(s) specified above shall be filed with the principal or designee. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee within 10 working days. (Education Code 35186)

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186)

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Governing Board at a regularly scheduled hearing. (Education Code 36186)

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction. (Education Code 35186)

Complaints and written responses shall be public records. (Education Code 35186)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186)

Forms and Notices

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186)

PACIFIC GROVE UNIFIED SCHOOL DISTRICT**REDLINE****Community Relations**Regulation #1312.4

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

FINAL

Community Relations

Regulation #1312.4

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

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 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
2. Teacher vacancy or misassignment
 - a. A semester begins and a certificated teacher is not assigned to teach the class.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code 33126)
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186)

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

FINAL

Community Relations

Regulation #1312.4

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

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PACIFIC GROVE UNIFIED SCHOOL DISTRICT

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Community Relations

Regulation #1312.4

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The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

REDLINE

Community Relations

Exhibit # 1312.4

WILLIAMS UNIFORM COMPLAINT PROCEDURES

NOTICE TO PARENTS/GUARDIANS: COMPLAINT RIGHTS

Parents/Guardians:

Education Code 35186 requires that the following notice be posted in your child's classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home to complete required homework assignments.
2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.
3. There should be no teacher vacancies or misassignments. "Misassignment" means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or placement in a teaching or services position for which the employee is not otherwise authorized by statute to hold.

"Teacher Vacancy" means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
34. To file a complaint regarding the above matters, complaint forms can be obtained at the principal's office, district office, or can be downloaded from the school district's or California Department of Education's website.
4. ~~Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.~~

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

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Community Relations

Exhibit # 1312.4

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURE

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

Issue(s) of the complaint: Please check all that apply:

1. Textbooks and instructional materials:
 - ☐ A student lacks textbooks or instructional materials to use in class.
 - ☐ A student does not have access to instructional materials to use at home or after school to complete homework assignments.
 - ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
2. Teacher vacancy or misassignment:
 - ☐ A semester begins and a certificated teacher is not assigned to teach the class.
 - ☐ A teacher lacks credentials or training to teach English learners or is assigned to teach a class with more than 20% English learners in the class.
 - ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. Facility conditions:
 - ☐ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff as defined in AR 1312.4.

~~4. Valenzuela/CAHSEE Intensive Instruction and Services Programs:~~

- ~~☐ An eligible student was not offered and/or did not receive requested additional instruction and assistance towards passing the CAHSEE for up to two years after the completion of grade 12 or until he/she passes both parts of the CAHSEE, which ever comes first.~~

Please describe the issue of your complaint in detail, including the date of the problem and specific location where the problem occurred (school, room number). You may attach additional pages if necessary to fully describe the situation:

Please file this complaint with the person specified below at the following location:

(principal or title of his/her designee)

(address)

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

REDLINE

Community Relations

Exhibit # 1312.4

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

FINAL

Community Relations

Exhibit # 1312.4

WILLIAMS UNIFORM COMPLAINT PROCEDURES

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3. There should be no teacher vacancies or misassignments. "Misassignment" means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or placement in a teaching or services position for which the employee is not otherwise authorized by statute to hold.

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PACIFIC GROVE UNIFIED SCHOOL DISTRICT

FINAL

Community Relations

Exhibit # 1312.4

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURE

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

Issue(s) of the complaint: Please check all that apply:

1. Textbooks and instructional materials:
 - ☐ A student lacks textbooks or instructional materials to use in class.
 - ☐ A student does not have access to instructional materials to use at home or after school to complete homework assignments.
 - ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
2. Teacher vacancy or misassignment:
 - ☐ A semester begins and a certificated teacher is not assigned to teach the class.
 - ☐ A teacher lacks credentials or training to teach English learners or is assigned to teach a class with more than 20% English learners in the class.
 - ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. Facility conditions:
 - ☐ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff as defined in AR 1312.4.

Please describe the issue of your complaint in detail, including the date of the problem and specific location where the problem occurred (school, room number). You may attach additional pages if necessary to fully describe the situation:

Please file this complaint with the person specified below at the following location:

(principal or title of his/her designee)

(address)

SUBJECT: Board Policy, Regulation and Exhibit 5030 Wellness Policy Update

PERSON(S) RESPONSIBLE: Dianne Hobson, Nutrition Director

RECOMMENDATION:

Recommendation: (Dianne Hobson, Nutrition Director) The Administration recommends that the Board review and approve updates to Board Policy, Regulation, Exhibit 5030-A and Exhibit 5030-B referencing the Wellness Policy.

INFORMATION:

The following changes have been made as a result of the passing of the Healthy Hunger-Free Kids Act of 2010. The 2016 Final Rule Requirement requires that this update be completed by June 2017. The changes apply mainly to the Food Service Operations and to the serving of food on the school campuses.

Summary of Proposed Revisions to Board Policy #5030

- Standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with Federal and State regulations.
- Standards for all foods and beverages provided, but not sold, to students during the school day, e.g.in classroom parties, snacks and incentives.
- Update minor changes to Physical Wellbeing and Health Education.
- Update positive food choices(snack) for classroom celebrations
- Update Information on healthy fundraising alternatives.

FISCAL IMPACT:

None.

Pacific Grove Unified School District

REDLINE

Students

Policy #5030

STUDENT WELLNESS

Pacific Grove Unified School District has the responsibility to ensure that our schools offer the best possible climate for the education of students in the 21st century. The Board of Education is committed to providing a school environment that promotes and protects student mental, physical, and emotional health and well-being, recognizing the important connection between healthy lifestyle choices and a student's ability to learn and achieve high standards. The Board values students and respects their right to receive a high quality education in a setting free from commercial influences. The Board believes students need a comprehensive wellness education program, including adequate exercise, nourishing foods, and a knowledge of health principles in order to ensure their future well-being. Because the Board recognizes the importance of involving parents, students, food service professionals, administrators, teachers and community health educators in the process of developing and implementing this wellness policy, the Board will maintain a committee dedicated to student wellness. [The Healthy, Hunger-Free Kids Act was passed in 2010.](#)

Legal Reference

EDUCATION CODE

3350-33354	CDE responsibilities re: physical education
35182.5	Advertising
38080-38103	Cafeteria, establishment and use
38086	Free Fresh Drinking Water
44807.5	Recess Restrictions
45103.5	Contracts for management consulting services; restrictions
48931	Authorization and sale of food
48980	Notice at beginning of term
49430-49436	Pupil Nutrition, Health, and Achievement Act of 2001
49490-49493	School breakfast and lunch programs
49500-49505	School meals
49510-49520	Nutrition
49530-49536	Child Nutrition Act
49540-49546	Child care food program
49547-49548.3	Comprehensive nutrition services
49550-49562.9	Meals for needy students
49565-49565.8	California Fresh Start pilot programs
49570	National School Lunch Act
51200	Course of Study
51210	Course of study, grade 1-6
51210.1-51210.2	Physical Education, grades 1-6
51210.4	Nutrition education
51220	Course of study, grade 7-12
51222	Physical education
51223	Physical education, elementary schools
51520	School premises; prohibited solicitations

Pacific Grove Unified School District

REDLINE

Students

Policy #5030

STUDENT WELLNESS

[51795-51798](#) [School instructional gardens](#)
[51880-51921](#) [Comprehensive health education](#)

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organization
 15510 Mandatory Meals
 15530-15535 Nutrition Education
 15550-15565 School lunch and breakfast programs

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.334 National School Lunch Program
[210.30](#) [Wellness Policy](#)
 220.1-220.224 National School Breakfast Program
 245.1-245.13 Determination of eligibility for free and reduced price meals

UNITED STATES CODE, TITLE 20

1232,g Federal Education Rights and Privacy Act
 6301-6514 Title 1 [ProgramsProgram](#)

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, Especially:
[1751 Note 1758b](#) Local wellness policy
[1771-17934](#) Child Nutrition Act, including:
 1773 School breakfast program
 1779 Rules and regulations, Child Nutrition Act

HEALTH AND SAFETY CODE

113700-114455 California Uniform Retail Food Facilities Law
 114200-114245 Vending machines

OTHER

0520.2 Title 1 Program Improvement Schools
 3353 Free and Reduced Price Meals

Pacific Grove Unified School District

REDLINE

Students

Policy #5030

STUDENT WELLNESS

3513.3	Tobacco-Free Schools
3550	Board policy Food Service/Child Nutrition
3554	Other Food Sales
3555	Nutrition Program Compliance
5131.6	Alcohol and Other Drugs
5131.61	Drug Testing
5125	Student Records
5131.6	Substance Abuse
5131.62	Tobacco
5131.64	Alcohol testing
5141.4	Child Abuse Reporting
5141.31	Immunization
5141.3	Health Examinations
5141.24	Special Health Care Issues
5141.6	Student Health and Social Services
6142.1	Sexual Health and HIV/Aids Prevention Education
6020	Concepts and Roles - Parent Involvement
6164.2	Guidance/Counseling Services
5142.8	Comprehensive Health Education
6143	Course of Study
6162.51	Standardized Testing and Reporting Program
6171	Title 1 Programs
6190	Evaluation of the Instructional Program

Pacific Grove Unified School District

FINAL

Students

Policy #5030

STUDENT WELLNESS

Pacific Grove Unified School District has the responsibility to ensure that our schools offer the best possible climate for the education of students in the 21st century. The Board of Education is committed to providing a school environment that promotes and protects student mental, physical, and emotional health and well-being, recognizing the important connection between healthy lifestyle choices and a student's ability to learn and achieve high standards. The Board values students and respects their right to receive a high quality education in a setting free from commercial influences. The Board believes students need a comprehensive wellness education program, including adequate exercise, nourishing foods, and a knowledge of health principles in order to ensure their future well-being. Because the Board recognizes the importance of involving parents, students, food service professionals, administrators, teachers and community health educators in the process of developing and implementing this wellness policy, the Board will maintain a committee dedicated to student wellness. The Healthy, Hunger-Free Kids Act was passed in 2010.

Legal Reference

EDUCATION CODE

3350-33354	CDE responsibilities re: physical education
35182.5	Advertising
38080-38103	Cafeteria, establishment and use
38086	Free Fresh Drinking Water
44807.5	Recess Restrictions
45103.5	Contracts for management consulting services; restrictions
48931	Authorization and sale of food
48980	Notice at beginning of term
49430-49436	Pupil Nutrition, Health, and Achievement Act of 2001
49490-49493	School breakfast and lunch programs
49500-49505	School meals
49510-49520	Nutrition
49530-49536	Child Nutrition Act
49540-49546	Child care food program
49547-49548.3	Comprehensive nutrition services
49550-49562	Meals for needy students
49565-49565.8	California Fresh Start pilot programs
49570	National School Lunch Act
51200	Course of Study
51210	Course of study, grade 1-6
51210.1-51210.2	Physical Education, grades 1-6
51210.4	Nutrition education
51220	Course of study, grade 7-12
51222	Physical education
51223	Physical education, elementary schools
51520	School premises; prohibited solicitations
51795-51798	School instructional gardens

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51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organization
 15510 Mandatory Meals
 15530-15535 Nutrition Education
 15550-15565 School lunch and breakfast programs

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.33 National School Lunch Program
 210.30 Wellness Policy
 220.1-220.22 National School Breakfast Program
 245.1-245.13 Determination of eligibility for free and reduced price meals

UNITED STATES CODE, TITLE 20

1232,g Federal Education Rights and Privacy Act
 6301-6514 Title 1 Program

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, Especially:
 1758b Local wellness policy
 1771-1793 Child Nutrition Act, including:
 1773 School breakfast program
 1779 Rules and regulations, Child Nutrition Act

HEALTH AND SAFETY CODE

113700-114455 California Uniform Retail Food Facilities Law
 114200-114245 Vending machines

OTHER

0520.2 Title 1 Program Improvement Schools
 3353 Free and Reduced Price Meals
 3513.3 Tobacco-Free Schools
 3550 Board policy Food Service/Child Nutrition
 3554 Other Food Sales
 3555 Nutrition Program Compliance

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5131.6	Alcohol and Other Drugs
5131.61	Drug Testing
5125	Student Records
5131.6	Substance Abuse
5131.62	Tobacco
5131.64	Alcohol testing
5141.4	Child Abuse Reporting
5141.31	Immunization
5141.3	Health Examinations
5141.24	Special Health Care Issues
5141.6	Student Health and Social Services
6142.1	Sexual Health and HIV/Aids Prevention Education
6020	Concepts and Roles - Parent Involvement
6164.2	Guidance/Counseling Services
5142.8	Comprehensive Health Education
6143	Course of Study
6162.51	Standardized Testing and Reporting Program
6171	Title 1 Programs
6190	Evaluation of the Instructional Program

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As directed by the Board of Education, a series of regulations have been drafted to implement a complete Student Wellness Program. These regulations should be implemented in context with health and physical education classroom activities, school events, food service operations and other food sales.

Health Education

To achieve the goal of health literacy, students must comprehend a set of core health concepts and develop skills to apply the knowledge in their own life. The following are objectives that will be instructed at the elementary, middle and high school. Instruction will occur as part of the Physical Education, health, and/or other appropriate curriculum.

1. Students will develop knowledge and skills related to personal health and disease prevention.
2. Students will demonstrate ways in which they can maintain and enhance their health and well-being.
 - a. Students will demonstrate the ability to use goal-setting and decision-making skills.
 - b. Students will demonstrate the ability to practice health-enhancing behaviors to reduce health risks.
3. Students will understand and demonstrate behaviors that prevent disease.
 - a. Students will demonstrate self-management skills to improve personal health.
4. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.
5. Students will understand and accept individual differences in growth and development.
6. Students will identify information, products and services that may be helpful or harmful to their health.
 - a. Students will demonstrate the ability to access valid health information and health-promoting products and services.
 - b. Students will analyze the influence of culture, media, technology and other factors on health.
7. Students will receive instruction in nutrition concepts.
 - a. As reinforcement, nutrition education should be integrated into classroom instruction in core subjects such as math, science, language arts, social science, as well as before and after school programs.
 - b. Emphasize promotion of fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, food safety and the caloric balance between food intake and energy expenditure.

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Student will receive information and resources to promote healthy mental practices.

By the time a student graduates they will have received instruction in the following areas:

Nutrition and physical education.
Growth, development and sexual health.
Injury prevention and safety.
Alcohol, tobacco and other drugs
Mental, emotional and social health
Personal and community health.

Physical Education

Students in grades K-12, including students with disabilities and special health care needs, will receive physical education instruction.

- a. 200 minutes every 10 days for students in grades K – 6
 - b. 400 minutes every 10 days for students in grades 7 – 8 and two years of Physical Education in Grades 9 – 12.
- Temporary exemptions from physical education should be limited to students whose medical condition(s) do not allow for inclusion in the general, modified, or adapted physical education program.
 - High school students who are exempt from two years of physical education in grades, 10, 11 or 12, per local district policy, must be provided with the opportunity to participate in a variety of physical education elective courses.
 - High school physical education course content will include each of the following areas: effects of physical activity on dynamic health, mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythm and dance, team sports, and combatives.
 - Class size is consistent with the requirements of good instruction and safety.
 - School districts will administer a physical fitness test annually to all students in grades five, seven, and nine during the months of February, March, April or May.
 - Students will receive their individual fitness test results upon completing the test.
 - All physical education will be taught by credentialed teachers with training in physical education.
 - All elementary students will have at least 20 minutes a day of supervised recess, which will be

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distributed throughout the day, thus integrating physical activity with classroom learning.

- Teachers and other school personnel should not use physical activity (e.g. running laps, push-ups) or withhold opportunities of physical activity (e.g. loss of recess or physical education) as punishment.

Classroom Activities and School Events

Activities, which include celebrations, rewards, fundraising, and other school-sponsored events, shall support children's health, nutrition education, and physical fitness.

- Foods of minimal nutritional value shall not be distributed to students by teachers, staff or volunteers.
 - Planners of special events such as PTA's, room parents, and athletic boosters are encouraged to support student wellness by selecting food and beverage items which comply with State and Federal laws, provide opportunities for positive food choices by children and adults, and reinforce the teachings of the District's Health curriculum. (See Exhibit A.) [Food prepared in commercial kitchens should be encouraged.](#)
 - Parents are encouraged to support the District's nutrition education efforts by considering nutritional quality when selecting foods sent to school, either for individual or for class consumption. [Student allergies and health issues need to be considered when sending food to school.](#)
 - Teachers, staff, and volunteers are encouraged to support student wellness by modeling good nutrition and fitness practices for their students. For example, in the classroom, during instructional time, adults should not consume food and beverages that do not meet nutritional standards.
 - The District will protect and promote mental health by limiting commercial influences in school to those which support a climate of wellness and healthy lifestyle principles.
 - [Teachers and parents shall not compete with the National School Lunch Program by providing food to be served to students during the times that school breakfasts or lunches are being served to students.](#)
- Schools should limit non-holiday *celebrations that involve food* (such as birthdays) during the school day to one party per class per month. Foods and beverages provided for classroom activities should be in accordance with state and federal nutrition standards, with not more than one food or beverage being served that does not meet nutritional standards. Food presentations associated with specific curriculum units may occur more frequently, but should promote healthy choices as part of their instructional nature.
 - Schools will not use foods or beverages as *rewards* for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

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3. Items and activities for *student clubs and school-wide fundraisers* shall be pre-approved by the Superintendent, or designee, ~~shall~~ and shall follow the Student Wellness standards and shall be health-promoting items when possible. (See Exhibit B.) Fundraising plans by High School clubs and student organizations shall be pre-approved by the Pacific Grove High School administration ~~and~~ and Associated Student Body. Groups should work with the Nutrition Director to ensure that all regulations are followed. ~~—~~Items should not compete with or impair student participation in the school food service program.
4. *School-sponsored events outside of the school day* (i.e. activities formally approved by the school or District administration or Board, and for which the District and its employees have supervisory responsibility, such as, but not limited to athletic events, dances, performances, or fundraisers involving food) will support the principles of the Wellness Policy and will provide children and adults with opportunities for positive food choices by including foods and beverages which comply with State nutrition standards, ~~beginning no later than July 2006~~. All positive food choices shall be designated on the menu.

Guidelines for Food Service Operations

To increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of food and supplies, the planning of menus, and the auditing of all food service accounts for the District.

With Board approval, the District may enter into a contract for management consulting services or a contract with a private company that enables a school to offer students food items that comply with State and District nutritional standards. The franchise agreement and food purchases shall be subject to the competitive bidding requirements of the National School Lunch and School Breakfast Programs.

Food Services on School Premises

To reinforce the District's comprehensive program of student wellness activities, foods provided on school premises shall:

1. Be carefully selected so as to contribute to students' nutritional well being and the prevention of chronic illness.
2. Be in compliance with nutritional standards as set forth in California statutes, and meet all legal requirements for participation in the National School Lunch and School Breakfast Programs.
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthy food choices.
4. Be served in age-appropriate quantities at reasonable prices.
5. Be offered in pleasant surroundings, which provide adequate space and time for student eating, relaxation, and socializing.
6. Students will have access to free, safe drinking water and cups during meal service.

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Students shall have access to hand washing before eating any school meal or snack.

Parents/guardians are encouraged to support the District's nutrition education efforts by considering nutritional quality when providing foods for individual students, occasional class functions, or school-wide events.

Nutritional Standards for Food and Beverages Sold ~~at Elementary School~~ at Schools

The school day is effective from midnight to one-half hour after the school day ends.

SOLD means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

ELEMENTARY SCHOOLS

FOOD

The Food Services program will ensure the only foods, in addition to the USDA reimbursable meals, that may be sold to a student at an elementary school during the school day ~~are individually sold portions of nuts, nut butter, seeds, and eggs. Cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes. In addition, an individually sold dairy or whole grain food item may be sold to a pupil at an elementary school, if it meets all of the following standards: must meet all of the following regulation to be considered compliant.~~ (Education Code 49430, 49431, 49431.7.4) CA Code sections 15575, 15578; Code of Federal Regulations sections 210.11, 220.12

1. No more than 35 percent of total calories from fat; (except nuts, nut butter, seeds, reduced-fat cheese, dried fruit+nut/seed combo), AND
2. No more than 10 percent of total calories from saturated fat; (except reduced-fat cheese, dried fruit+nut/seed combo with no added fat/sugar), AND
3. ~~No more than 35 percent added sugar by weight (naturally occurring and added sugar); (except fruit, non-fried vegetables, dried fruit+nut/seed combo with no added fat/sugar, and AND~~
3. Not more than 175 calories per individual food item
4. Less than 0.5 grams trans-fat per serving AND
5. No more than 200 mg of sodium AND
6. No more than 175 calories per serving

AND

Must also meet ONE of the following:

- a. Fruit
- b. Non-fried vegetable
- c. Dairy food
- d. Nuts, Seeds, Legumes, Eggs, Cheese
- e. Whole Grain Item

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A whole grain items contains:

- The statement "Diets rich in whole grain foods"
- Whole grain listed as the first ingredient
- A combination of whole grain ingredients comprising at least 51% of the total grain weight OR
- At least 51% whole grain by weight

4.

BEVERAGES

The only beverages that may be sold to elementary students, regardless of the time of day, are:-
A compliant beverage must be marked or labeled as a fruit and/or vegetable juice, milk, non-dairy milk,
or water AND meet all criteria under the specific category.

(Education Code 49431.5) California Code of Regulations section 15576, Code of Federal Regulations
section 210.10, 210.11, 220.8, 220.12

Compliant Beverages:

1. Fruit or Vegetable juice:-based drinks;

- that are composed of no less than 50 percent fruit juice and
- have no added sweeteners AND
- No larger than 8 fl.oz. serving size;
- Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no
added sweetener;

2. Drinking water:-

- with no added sweetener

•

3. Milk;

- Cow's or goat's milk AND
- that is 1 percent fat, 2 percent fat, or nonfat; soymilk; rice milk, or other similar
non-dairy milk
- 1% and nonfat AND
- contains Vitamin A & D AND
- greater than 25% calcium Daily Value per 8 fl.oz AND
- Less than 28 grams of sugar per 8 fl.oz. AND
- no more than 8 fl. oz. serving size

•

4. Non-dairy milk;

- nutritionally equivalent to milk

Nutritional Standards for Food and Beverages sold at Middle and High School MIDDLE AND HIGH SCHOOL.

The Food Service program will ensure the only foods, in addition to the USDA reimbursable ~~meals, that~~
~~may be sold to a student during the school day in the middle, or junior,~~meals, which may be sold to a

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student during the school day in the middle, or junior, or high schools are:

(Education Code 49430, 49431.2, 49431.7, California Code of Regulations sections 15575, 15577, 15578, Code of Federal Regulations section 210.11, 220.12

COMPLIANT FOODSSNACKS

"1. "Snacks" food items must be: that contain no more than:

1. Less than or equal to 35 percent of its total calories from fat, except the following foods are exempt from this specific requirement:
 - a. (Nuts, nut butters, and seeds, reduced fat cheese, dried fruit+nut/seed combo) AND
 - b. Eggs
 - c. Cheese packaged for individual sale
 - d. Fruit
 - e. Vegetables (except any deep fried vegetable is not allowed)
 - f. Legumes
2. -Less than 10 percent of its total calories from saturated fat, except the following foods are exempt from this specific requirement:
 - a. Eggs (Reduced-fat cheese, dried fruit+nut/seed combo) AND
 - b. Cheese packaged for individual sale
3. Less than or equal to 35 percent sugar by weight of its total weight shall be composed of sugar, including naturally occurring and added sugar, except the following foods are exempt from the specific requirement:
 - a. (Except for fruits and non-fried vegetables, (unless they are deep fried: deep fried fruits and vegetables may not be served); and dried fruit+nut/seed combo), AND
4. No more than 250200 calories per individual food item AND
No more than 200 milligrams sodium per container
AND must meet one of the following
Be a fruit, vegetable, dairy, protein or whole grain item, (or have one of these listed as the first ingredient OR
4. Be a combination food containing at least ¼ cup fruit or vegetable.

ENTRÉE

5. An individual Each entrée item sold to a student in middle, junior, or high school, must :except-
food served as part of a USDA meal program, shall:
 - a. Contain no more than 400 calories per entree, and
 - b. Contain no more than 4 grams of fat per 100 calories contained in each entree, and shall be categorized as entree items in the School Breakfast Program or National School Lunch Program.
 - b.c. Contain less than 0.5 grams trans-fat per serving

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~~From one-half hour before the start of the school day to one-half hour after the end of the school day, only the following beverages may be sold to a student at a middle or junior or high school are: (Education Code 49431.5)~~

Non-compliant food may be sold from one-hour after school through midnight.

BEVERAGES

A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-milk, water, or electrolyte replacement beverage/sport drink AND meet all the criteria under that specific category. Education Code Section 49431.5, California Code of Regulations Section 15576, Code of Federal Regulations sections 210.10, 210.11, 220.8, 220.12

COMPLIANT BEVERAGES

1. Fruit or vegetable juice-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetenersweetener and no larger than 12 fl.oz serving size-
1. ~~2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener.~~
2. Drinking water with no added sweetener, and no serving size limit-
- 3.
4. Two percent fat milk, Milk: one-percent-fat milk, nonfat milk, flavored milk, (cow or goat milk),- soymilk, rice milk, and other similar nondairy milk and contains Vitamin A & D and more than 25% calcium per 8 fl.oz and no more than 28 grams of total sugar per 8 fl.oz. and 12 fl.oz serving size.
4. Low-calorie Electrolyte Replacement Beverages (NOT ALLOWED IN MIDDLE SCHOOL)
 - Water as first ingredient
 - Less than 16.8 grams added sweetener/8fl.oz.
 - Less than 40 calories/8 fl.oz
 - 10-150 mg sodium/8 fl. oz
 - 10-90 mg potassium/8 fl.oz
 - No added caffeine
 - Less than 12 fl. oz. serving size
5. No-calorie Electrolyte Replacement Beverage (NOT ALLOWED IN MIDDLE SCHOOL)
 - Water as the first ingredient
 - Less than 16.8 grams added sweetener/8 fl.oz
 - Less than 5 calories/8 fl.oz (or less than 10 cal/20 fl.oz)
 - 10-150 mg sodium/8 fl.os.
 - 10-90 mg potassium/8 fl.oz
 - No added caffeine
 - Less than 20 fl. oz. serving size
5. ~~An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20-ounce serving-~~

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Non-compliant beverages may be sold from one-half hour after school through midnight.

Free ~~And~~ Reduced Priced Meals

The Board recognizes that adequate nutrition is essential to child development and learning, and that some families may be unable to provide breakfast and lunch for their children. In accordance with ~~law,~~

the law, the District shall provide nutritionally adequate free and reduced priced meals for students whose families meet federal eligibility criteria.

Free and reduced lunch application forms are available all year round and parents can apply at any time during the school year. Forms are available in each school site office and online at PGUSD.org.

1. Students eligible to receive free or reduced price meals ~~and milk~~ will not be treated differently from other students or easily identified by their peers or non-designated school employees.
- ~~1.2.~~
3. Food services may utilize electronic identification and payment systems; will promote the availability of school meals to all students; and may use non-traditional methods for serving meals, such as "grab and go" or classroom breakfasts/snacks.

2.4. Field trip lunches can be requested for when students will be off campus at lunch time.

Other Food Sales

The Board shall ensure that food sales by school-related groups and the use of vending machines are in compliance with the nutrition standard set forth by state and federal law. Such foods and beverages, (including those sold in snack lines, student stores, vending machines, and fundraising efforts) shall not impair, compete, or conflict with student participation in the District's food service program. Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700 -114455.

The ~~Superintendent or~~ Superintendent, or -designee, -shall approve the sale of food items by student or adult organizations in accordance with law, Board policy, and administrative regulation.

No foods of minimal nutritional value shall be sold on school premises during the school day (as defined as one half hour before the official school day begins midnight until one half hour after the official school day ends).

When vending machines are sponsored by the District, the Superintendent, or -designee -shall determine how and where vending machines may be placed at school sites, District offices, or other school facilities.

Parent Education

To reinforce and support the District's comprehensive Wellness Policy, the Superintendent or designee will direct each school site to develop a strategy to educate and involve parents/guardians. These

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strategies shall include: monthly information about healthy eating and/or physical activity, notification and information regarding Wellness Policy updates and any new related regulations.

Policy Implementation

The Superintendent, with the assistance of the Wellness Committee, will establish a plan for measuring implementation of this Student Wellness Policy. The plan will include the designation of one or more persons in the District or at each school charged with operational implementation.

Wellness Committee duties shall include the examination of related research and laws, assessment of student needs, and the review of existing policies. In raising awareness about student health issues, the committee may survey parents, conduct forums, or collaborate with appropriate community agencies.

Each school site shall post the District's policies and regulations on nutrition and physical activity in public view in all school cafeterias or eating areas. [The policy will also be posted on the Food Service page on the District's website.](#)

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 - a. Students will demonstrate the ability to use goal-setting and decision-making skills.
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3. Students will understand and demonstrate behaviors that prevent disease.
 - a. Students will demonstrate self-management skills to improve personal health.
4. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.
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 - b. Emphasize promotion of fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, food safety and the caloric balance between food intake and energy expenditure.

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- Nutrition and physical education.
- Growth, development and sexual health.
- Injury prevention and safety.
- Alcohol, tobacco and other drugs
- Mental, emotional and social health
- Personal and community health.

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Students in grades K-12, including students with disabilities and special health care needs, will receive physical education instruction.

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 - b. 400 minutes every 10 days for students in grades 7 – 8 and two years of Physical Education in Grades 9 – 12.
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 - High school students who are exempt from two years of physical education in grades, 10, 11 or 12, per local district policy, must be provided with the opportunity to participate in a variety of physical education elective courses.
 - High school physical education course content will include each of the following areas: effects of physical activity on dynamic health, mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythm and dance, team sports, and combatives.
 - Class size is consistent with the requirements of good instruction and safety.
 - School districts will administer a physical fitness test annually to all students in grades five, seven, and nine during the months of February, March, April or May.
 - Students will receive their individual fitness test results upon completing the test.
 - All physical education will be taught by credentialed teachers with training in physical education.
 - All elementary students will have at least 20 minutes a day of supervised recess, which will be distributed throughout the day, thus integrating physical activity with classroom learning.

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- Teachers and other school personnel should not use physical activity (e.g. running laps, push-ups) or withhold opportunities of physical activity (e.g. loss of recess or physical education) as punishment.

Classroom Activities and School Events

Activities, which include celebrations, rewards, fundraising, and other school-sponsored events, shall support children's health, nutrition education, and physical fitness.

- Foods of minimal nutritional value shall not be distributed to students by teachers, staff or volunteers.
 - Planners of special events such as PTA's, room parents, and athletic boosters are encouraged to support student wellness by selecting food and beverage items which comply with State and Federal laws, provide opportunities for positive food choices by children and adults, and reinforce the teachings of the District's Health curriculum. (See Exhibit A.) Food prepared in commercial kitchens should be encouraged.
 - Parents are encouraged to support the District's nutrition education efforts by considering nutritional quality when selecting foods sent to school, either for individual or for class consumption. Student allergies and health issues need to be considered when sending food to school.
 - Teachers, staff, and volunteers are encouraged to support student wellness by modeling good nutrition and fitness practices for their students. For example, in the classroom, during instructional time, adults should not consume food and beverages that do not meet nutritional standards.
 - The District will protect and promote mental health by limiting commercial influences in school to those which support a climate of wellness and healthy lifestyle principles.
 - Teachers and parents shall not compete with the National School Lunch Program by providing food to be served to students during the times that school breakfasts or lunches are being served to students.
- Schools should limit non-holiday *celebrations that involve food* (such as birthdays) during the school day to one party per class per month. Foods and beverages provided for classroom activities should be in accordance with state and federal nutrition standards, with not more than one food or beverage being served that does not meet nutritional standards. Food presentations associated with specific curriculum units may occur more frequently, but should promote healthy choices as part of their instructional nature.
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3. Items and activities for *student clubs and school-wide fundraisers* shall be pre-approved by the Superintendent, or designee, and shall follow the Student Wellness standards and shall be health-promoting items when possible. (See Exhibit B.) Fundraising plans by High School clubs and student organizations shall be pre-approved by the Pacific Grove High School administration, and Associated Student Body. Groups should work with the Nutrition Director to ensure that all regulations are followed. Items should not compete with or impair student participation in the school food service program.
4. *School-sponsored events outside of the school day* (i.e. activities formally approved by the school or District administration or Board, and for which the District and its employees have supervisory responsibility, such as, but not limited to athletic events, dances, performances, or fundraisers involving food) will support the principles of the Wellness Policy and will provide children and adults with opportunities for positive food choices by including foods and beverages which comply with State nutrition standards. All positive food choices shall be designated on the menu.

Guidelines for Food Service Operations

To increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of food and supplies, the planning of menus, and the auditing of all food service accounts for the District.

With Board approval, the District may enter into a contract for management consulting services or a contract with a private company that enables a school to offer students food items that comply with State and District nutritional standards. The franchise agreement and food purchases shall be subject to the competitive bidding requirements of the National School Lunch and School Breakfast Programs.

Food Services on School Premises

To reinforce the District's comprehensive program of student wellness activities, foods provided on school premises shall:

1. Be carefully selected so as to contribute to students' nutritional well being and the prevention of chronic illness.
2. Be in compliance with nutritional standards as set forth in California statutes, and meet all legal requirements for participation in the National School Lunch and School Breakfast Programs.
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthy food choices.
4. Be served in age-appropriate quantities at reasonable prices.
5. Be offered in pleasant surroundings, which provide adequate space and time for student eating, relaxation, and socializing.
6. Students will have access to free, safe drinking water and cups during meal service.

Students shall have access to hand washing before eating any school meal or snack.

Pacific Grove Unified School District

Students

FINAL
Regulation#5030

STUDENT WELLNESS

Parents/guardians are encouraged to support the District's nutrition education efforts by considering nutritional quality when providing foods for individual students, occasional class functions, or school-wide events.

Nutritional Standards for Food and Beverages Sold at Schools

The school day is effective from midnight to one-half hour after the school day ends.

SOLD means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

ELEMENTARY SCHOOLS **FOOD**

The Food Services program will ensure the only foods, in addition to the USDA reimbursable meals, that may be sold to a student at an elementary school during the school day must meet all of the following regulation to be considered compliant. (Education Code 49430, 49431, 49431.7: CA Code sections 15575, 15578: Code of Federal Regulations sections 210.11, 220.12)

1. No more than 35 percent of total calories from fat;(except nuts, nut butter, seeds, reduced-fat cheese, dried fruit+nut/seed combo), AND
2. No more than 10 percent of total calories from saturated fat;(except reduced-fat cheese, dried fruit+nut/seed combo with no added fat/sugar), AND
3. No more than 35 percent sugar by weight (except fruit, non-fried vegetables, dried fruit+nut/seed combo with no added fat/sugar, AND
4. Less than 0.5 grams trans-fat per serving AND
5. No more than 200 mg of sodium AND
6. No more than 175 calories per serving

AND

Must also meet ONE of the following:

- a. Fruit
- b. Non-fried vegetable
- c. Dairy food
- d. Nuts, Seeds, Legumes, Eggs, Cheese
- e. Whole Grain Item

A whole grain items contains:

- The statement "Diets rich in whole grain foods"
- Whole grain listed as the first ingredient
- A combination of whole grain ingredients comprising at least 51% of the total grain weight OR
- At least 51% whole grain by weight

BEVERAGES

Pacific Grove Unified School District

Students

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Regulation#5030

STUDENT WELLNESS

A compliant beverage must be marked or labeled as a fruit and/or vegetable juice, milk, non-dairy milk, or water AND meet all criteria under the specific category.

(Education Code 49431.5) California Code of Regulations section 15576, Code of Federal Regulations section 210.10, 210.11, 220.8, 220.12

Compliant Beverages:

1. **Fruit or Vegetable juice;;**
 - that are composed of no less than 50 percent fruit juice and
 - have no added sweeteners AND
 - No larger than 8 fl.oz. serving size
2. **Drinking water;**
 - with no added sweetener
- 3. **Milk;**
 - Cow's or goat's milk AND
 - 1% and nonfat AND
 - contains Vitamin A & D AND
 - greater than 25% calcium Daily Value per 8 fl.oz AND
 - Less than 28 grams of sugar per 8 fl.oz. AND
 - no more than 8 fl. oz. serving size
- 4. **Non-dairy milk;**
 - nutritionally equivalent to milk

MIDDLE AND HIGH SCHOOL.

The Food Service program will ensure the only foods, in addition to the USDA reimbursable meals, which may be sold to a student during the school day in the middle, or junior, or high schools are:

(Education Code 49430, 49431.2, 49431.7, California Code of Regulations sections 15575, 15577, 15578, Code of Federal Regulations section 210.11, 220.12

COMPLIANT FOODS

SNACKS

1. **"Snacks"** food items must be:
 1. Less than or equal to 35 percent of its total calories from fat, except the following foods are exempt from this specific requirement:
(Nuts, nut butters, and seeds, reduced fat cheese, dried fruit+nut/seed combo) **AND**
 2. Less than 10 percent of its total calories from saturated fat, except the following foods are exempt from this specific requirement:
(Reduced-fat cheese, dried fruit+nut/seed combo) **AND**
 3. Less than or equal to 35 percent sugar by weight
(Except fruits and non-fried vegetables, dried fruit+nut/seed combo), **AND**

Pacific Grove Unified School District

Students

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Regulation#5030

STUDENT WELLNESS

4. No more than 200 calories per individual food item **AND**

No more than 200 milligrams sodium per container

AND must meet one of the following

Be a fruit, vegetable, dairy, protein or whole grain item, (or have one of these listed as the first ingredient **OR**

Be a combination food containing at least ¼ cup fruit or vegetable.

ENTRÉE

5. An individual entrée item sold to a student in middle, junior, or high school must :

- a. Contain no more than 400 calories per entree, **and**
- b. Contain no more than 4 grams of fat per 100 calories contained in each entree, and shall be categorized as entree items in the School Breakfast Program or National School Lunch Program.
- c. Contain less than 0.5 grams trans-fat per serving

Non-compliant food may be sold from one-hour after school through midnight.

BEVERAGES

A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-milk, water, or electrolyte replacement beverage/sport drink **AND** meet all the criteria under that specific category. Education Code Section 49431.5, California Code of Regulations Section 15576, Code of Federal Regulations sections 210.10, 210.11, 220.8, 220.12

COMPLIANT BEVERAGES

1. Fruit or vegetable juice drinks that are composed of no less than 50 percent juice and have no added sweetener and no larger than 12 fl.oz serving size
2. Drinking water with no added sweetener, and no serving size limit
- 3.

Milk: one-percent-fat milk, nonfat flavored milk,(cow or goat milk), **and** contains Vitamin A & D **and** more than 25% calcium per 8 fl.oz **and** no more than 28 grams of total sugar per 8 fl oz.**and** 12 fl.oz serving size.

4. Low-calorie Electrolyte Replacement Beverages (NOT ALLOWED IN MIDDLE SCHOOL)

- Water as first ingredient
- Less than 16.8 grams added sweetener/8fl.oz.
- Less than 40 calories/8 fl.oz
- 10-150 mg sodium/8 fl. oz
- 10-90 mg potassium/8 fl.oz
- No added caffeine
- Less than 12 fl. oz. serving size

5. No-calorie Electrolyte Replacement Beverage (NOT ALLOWED IN MIDDLE SCHOOL)

- Water as the first ingredient

Pacific Grove Unified School District

Students

 FINAL
 Regulation#5030

STUDENT WELLNESS

- Less than 16.8 grams added sweetener/8 fl.oz
- Less than 5 calories/8 fl.oz (or less than 10 cal/20 fl.oz)
- 10-150 mg sodium/8 fl.oz.
- 10-90 mg potassium/8 fl.oz
- No added caffeine
- Less than 20 fl. oz. serving size

Non-compliant beverages may be sold from one-half hour after school through midnight.

Free and Reduced Priced Meals

The Board recognizes that adequate nutrition is essential to child development and learning, and that some families may be unable to provide breakfast and lunch for their children. In accordance with law, the District shall provide nutritionally adequate free and reduced priced meals for students whose families meet federal eligibility criteria.

Free and reduced lunch application forms are available all year round and parents can apply at any time during the school year. Forms are available in each school site office and online at PGUSD.org.

1. Students eligible to receive free or reduced price meals will not be treated differently from other students or easily identified by their peers or non-designated school employees.
- 2.
3. Food services may utilize electronic identification and payment systems; will promote the availability of school meals to all students; and may use non-traditional methods for serving meals, such as "grab and go" or classroom breakfasts/snacks.
4. Field trip lunches can be requested for when students will be off campus at lunch time.

Other Food Sales

The Board shall ensure that food sales by school-related groups and the use of vending machines are in compliance with the nutrition standard set forth by state and federal law. Such foods and beverages, (including those sold in snack lines, student stores, vending machines, and fundraising efforts) shall not impair, compete, or conflict with student participation in the District's food service program. Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700 -114455.

The Superintendent, or designee, shall approve the sale of food items by student or adult organizations in accordance with law, Board policy, and administrative regulation.

No foods of minimal nutritional value shall be sold on school premises during the school day (as defined as midnight until one half hour after the official school day ends).

When vending machines are sponsored by the District, the Superintendent, or designee shall determine how and where vending machines may be placed at school sites, District offices, or other school facilities.

Pacific Grove Unified School District

Students

FINAL
Regulation#5030

STUDENT WELLNESS**Parent Education**

To reinforce and support the District's comprehensive Wellness Policy, the Superintendent or designee will direct each school site to develop a strategy to educate and involve parents/guardians. These strategies shall include: monthly information about healthy eating and/or physical activity, notification and information regarding Wellness Policy updates and any new related regulations.

Policy Implementation

The Superintendent, with the assistance of the Wellness Committee, will establish a plan for measuring implementation of this Student Wellness Policy. The plan will include the designation of one or more persons in the District or at each school charged with operational implementation.

Wellness Committee duties shall include the examination of related research and laws, assessment of student needs, and the review of existing policies. In raising awareness about student health issues, the committee may survey parents, conduct forums, or collaborate with appropriate community agencies.

Each school site shall post the District's policies and regulations on nutrition and physical activity in public view in all school cafeterias or eating areas. The policy will also be posted on the Food Service page on the District's website.

Pacific Grove Unified School District

REDLINE

Students

Exhibit 5030-A

STUDENT WELLNESS – Positive Food Choices

These references are offered as an informational resource, not an endorsement. Many other items not listed may meet standards. Please refer to product labels.

The California Department of Education Nutrition Service Department has a quick reference card for Public Schools which provides a quick guide to compliant foods, snacks and drinks:

<http://www.cde.ca.gov/ls/nu/he/compfoodsrefpub.asp>

One of the many informative features of this website is the “**Nutrition Calculator**” which will determine instantly whether or not an individually packaged food item would meet the nutrition standards for fat, saturated fat, and sugar established by California legislation:-

<http://www.californiaprojectlean.org>

~~Two very comprehensive lists, one of healthy snacks, one of beverages – all items in compliance with CA SB19 standards. The beverages meet guidelines set forth by LAUSD Healthy Beverage Resolution of Aug 27, 2002.~~

~~www.nojunkfood.org/vendors/healthy-snack-list.html~~

~~www.nojunkfood.org/vendors/healthy-bev-list.html~~

Seven pages of healthy snack ~~ideas~~items with preparation and serving tips:

www.cspinet.org/nutritionpolicy/healthy_school_snacks.pdf

~~Healthy Foods list developed by the County of San Bernardino, Department of Public Health and California Project LEAN: Several pages of SB 19 compliant snack and beverage items with complete nutritional analysis at a glance. Lists also include pricing, packaging and portion information.~~

~~www.northcoastlean.org/Food%20Complete.pdf,~~

~~www.northcoastlean.org/Beverage%20Complete.pdf,~~

~~www.northcoastlean.org/Snack%20Bar.pdf~~

California Healthy Kid Resources center provides ideas for healthy school snacks:

<http://www.californiahealthykids.org>

Centers for Disease Control have information on school health, physical activity and healthy eating:

<https://www.cdc.gov/healthyschools/npao/strategies.htm>

Pacific Grove Unified School District**FINAL**

Students

Exhibit 5030-A

STUDENT WELLNESS – Positive Food Choices

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Pacific Grove Unified School District

REDLINE

Students

Exhibit 5030-B

STUDENT WELLNESS – Healthy Fundraising Alternatives

The following are offered as an informational resource, not an endorsement.

~~Community involvement fundraising. Fundraises, which include a list of suggested events for schools, sports, and clubs that offer healthy alternatives, and do not include the sale of food items.~~

~~including some which support academic activities. This site was developed by the California Department of Health Services, and California Project LEAN. It presents many resources and ideas, as well as links to 20 other “healthy alternatives” fundraising organizations.~~

~~<http://www.californiaprojectlean.org/docuserfiles/Ideas%20for%20healthy%20fundraising%20fact%20sheet.pdf>~~

~~http://health.oede.us/downloads/Healthy_Fundraising.pdf~~

~~Resources for healthy schools including creative financing and fundraising, snack and vending ideas, communication of policy, etc.: <http://actionforhealthykids.org>~~

~~Fundraising that promotes a healthy school environment.~~

~~http://www.state.ct.us/sde/deps/Student/NutritionEd/Healthy_Fundraising_BW.pdf~~

Suggestions and products for school fundraisers that teach nutrition. This site offers ideas for generating revenue with products that educate parents and are beneficial to children's health. <http://www.fundraisers.com/ideas/lunchboxcomics>

~~Assistance and consultation in the development and implementation of golf-related fundraisers for schools (based in Monterey County).~~

~~<http://www.nomorebakesales.com>~~

~~Monterey County's own Healthy Eating Lifestyle Principles website with helpful links to other statewide agencies specializing in nutrition education, physical activity, disease prevention, and lifestyle choices. www.helpunited.org~~

~~List of 50+ non-food fundraising ideas: www.nojunkfood.org/fundraising/tosell.html~~

~~Healthy fundraising alternatives for parent and student activity groups are offered by this company. Seasonably available fresh produce for fundraising and for monthly nutrition education units: <http://ripplerileythomas.com/fundraising-home.html>~~

~~**Links to sites that offer fund raisers for schools:**~~

Pacific Grove Unified School District

REDLINE

Students

Exhibit 5030-B

STUDENT WELLNESS – Healthy Fundraising Alternatives

<http://www.actionforhealthykids.org/storage/documents/parent-toolkit/fundraisers-family-health-fl.pdf>

<https://healthymeals.fns.usda.gov/hsmrs/Kansas/Fundraising%20Ideas%20for%20Schools.pdf>

https://www.multicare.org/file_viewer.php?id=8348&title=Cash+without+Calories+-+School+Activity

https://www.michigan.gov/documents/mdch/Healthy_Fundraising_369122_7.pdf

Alternative ways to reward students:

https://healthymeals.fns.usda.gov/hsmrs/Connecticut/Food_As_Reward.pdf

http://polkdhsd7.sharpschool.com/UserFiles/Servers/Server_3751710/File/D7%20PBIS%20Behavior%20Intervention%20Website%20Resources/Rewards%20Kids%20Will%20Crave.pdf

Pacific Grove Unified School District

FINAL

Students

Exhibit 5030-B

STUDENT WELLNESS – Healthy Fundraising Alternatives

The following are offered as an informational resource, not an endorsement.

Fundraises, which include lists of suggested events for schools, sports, and clubs that offer healthy alternatives, and do not include the sale of food items.

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Resources for healthy schools including creative financing and fundraising, snack and vending ideas, communication of policy, etc.: <http://actionforhealthykids.org>

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Links to sites that offer fund raisers for schools:

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<https://healthymeals.fns.usda.gov/hsmrs/Kansas/Fundraising%20Ideas%20for%20Schools.pdf>

https://www.multicare.org/file_viewer.php?id=8348&title=Cash+without+Calories+-+School+Activity

https://www.michigan.gov/documents/mdch/Healthy_Fundraising_369122_7.pdf

Alternative ways to reward students:

https://healthymeals.fns.usda.gov/hsmrs/Connecticut/Food_As_Reward.pdf

http://polkdhsd7.sharpschool.com/UserFiles/Servers/Server_3751710/File/D7%20PB%20Behavior%20Intervention%20Website%20Resources/Rewards%20Kids%20Will%20Crave.pdf

SUBJECT: Contract for Kate Gallaway, Math Specialist for the Elementary Grades

PERSON(S) RESPONSIBLE: Ani Silva, Director of Curriculum & Special Projects

RECOMMENDATION:

The Administration recommends that the Board review and approve the contract with Kate Gallaway, Math Specialist for the Elementary grades for 2017-2018.

BACKGROUND:

The adoption of the new California Math standards in 2010 radically changed how students learn and experience math. The new standards call for a student's conceptual understanding of math concepts in addition to procedural fluency and its application to real world scenarios to demonstrate mastery. The new standards call for a shift in everyday classroom experiences with the integration of the eight mathematical practices:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Kate Gallaway is a highly effective math specialist with 20 years of experience working with teachers, administrators, students and parents ensuring that all students are successful in learning mathematics. In her roles as university professor and district math coach she is an innovator in providing research based tools to differentiate instruction. Kate was the math coach for Carmel Unified School district for 8 years and has worked with numerous other schools both locally and around the country. In addition she is the published author of four teacher resource books on differentiated instruction and leads teacher professional development around the country. This experience will enable Kate to be highly effective in supporting our district goals and needs in mathematics instruction. Kate will provide a variety of strategies to support teachers and strengthen math instruction. This may include model lessons demonstrating best practices such as small groups. Kate will also work with teachers on analyzing data and student work. In addition, she will provide both curriculum and Common Core support, specifically on the eight mathematical practices.

INFORMATION:

In the 2016-2017 school years, Kate Gallaway supported PGUSD teachers at both the elementary and middle school level. Kate's initial contract was for 262 hours per year to support elementary teachers focusing on 4th and 5th grades. Then mid-year an additional 48 hours were added to her contract for a total of 310 hours to support the math department at the middle school. 310 hours a year is equivalent to 8.6 hours a week and we found it was not enough time to adequately support all K-8 teachers effectively. Although Kate was successful in assisting teachers begin to develop instructional practices and enhance curriculum with additional resources to teach math concepts in multiple ways, there is still much work to be done. Classroom teachers and Intervention Specialists will need continued support as they analyze common formative assessment data and enhance professional practice to further support students with

achievement gaps in math. Increasing her hours from 8.6 to 18 hours a week will enable her to continue the work she started in 2016-2017. In order to increase Ms. Gallaway's hours, administration decided to decrease the .2 math coach position at the high school. Therefore there is no additional cost incurred by the district to the general fund for 2017-2018. This expenditure is also aligned to the District's Local Control Accountability Plan goal 2.

FISCAL IMPACT:

\$38,800

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Consent Agenda Item H

435 Hillcrest Avenue

Pacific Grove, CA 93950

CONTRACT FOR SERVICES

This contract is an agreement between the Pacific Grove Unified School District and KATE GALLAWAY for services rendered as specified below.

1. **Scope of Service:**

To provide: Math Coaching for Pacific Grove Unified School District. This may include model lessons, curriculum support, Common Core support, differentiated math instruction, best practice instructional strategies (i.e. small groups), and supporting teachers in analyzing data.

2. **Evaluation and/or expected outcome(s)**(continue on attached page if needed):

Elementary school teachers will have additional support and guidance in the area of math, improving instruction and student learning.

3. **Length of the Contract:**

Service is to be provided on the following date(s): The 2017-18 school year.

4. **Financial Consideration:**

Consultant to be paid at the rate of:

\$60.00 per hour, 18 hours per week for 36 weeks for a total of 648 hours for a total of \$38,880.00.

School Funding Source: General Fund

Account Code: 01-0000-0-1110-1000-1100-00-1000-0001

Consultant: KATE GALLAWAY

Address: 3382 Lazzaro Drive Carmel, Ca 93923

Signed _____ Date _____

☐ District Employee ☒ Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

☒ 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.

Revised 02/15

CONTRACT FOR SERVICES CRITERIA

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) ✓ 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

SUBJECT: Contract Renewal with U.C. Santa Cruz Student Teacher Program

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the contract renewing partnership with U.C. Santa Cruz in the effort to support new teachers entering the teaching profession.

INFORMATION/BACKGROUND:

The U.C. Santa Cruz Student Teacher Program is a student/mentor teacher program between U.C. Santa Cruz, the California Commission on Teacher Credentialing and participating school districts. This program allows UCSC student teachers to gain classroom teaching experience under the guide of an experienced classroom teacher. This agreement is for the **2017-2019** school years.

FISCAL IMPACT:

None

University of California, Santa Cruz
Education Department
Student Teacher (Practice Teaching) Agreement

PARTIES: University of California, Santa Cruz
Pacific Grove Unified School District

TERM: August 1, 2017 – June 30, 2019

SERVICES: Practice teaching placements

1. The District shall provide teaching experience through practice teaching in schools and classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University of California, Santa Cruz through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the University of California, Santa Cruz assigned to practice teaching in the District, and upon request of the District made for good cause, the University of California shall terminate the assignment of any student of the University of California to practice teaching in the District.

“Practice teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid credentials issued by the California Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice of teaching is provided.

2. Student teachers are students of the University and not employees of the school district.
An assignment of a student of the University of California, Santa Cruz to practice teaching in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District the Final Student Teacher Placement notice or other documents given the student by the University of California, Santa Cruz effecting such assignment.

Signed:

Education Department
University of California, Santa Cruz

Superintendent's Office
Pacific Grove Unified School District



Donald Wittman, Chair, Education Department

Dr. Ralph Porras, Superintendent

Date signed:

5/10/17

Date signed:

SUBJECT: Special Education Contract for Compensatory Services

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

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Student Services Department request to contract with an independent tutor to provide compensatory services for a student on an IEP once the tutor has been identified.

BACKGROUND:

Compensatory services is a remedy owed to a student identified as a student with a disability with an Individual Education Plan (IEP) in order to provide a free and appropriate public education (FAPE). The amount of compensatory services should reflect the student's specific learning needs and should relate to the amount of services the student has missed.

INFORMATION:

The Student Services Department is required to provide 25 hours of private tutoring to a student on an Individualized Education Plan as per IEP team decision. A request to the Board to contract with a private tutor once the tutor has been identified.

FISCAL IMPACT:

25 hours @ \$85.00 totaling \$2,125

SUBJECT: Public Hearing for District Budget for 2017-18

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration will present the final draft of the District Budget for 2017-18 for Board review and Public Hearing.

BACKGROUND:

The District budget is a reflection of the educational programs of the District expressed in terms of the allocation of financial resources. This budget includes anticipated revenues and the distribution of those revenues among educational programs and support services. Assumptions are developed to ensure that the final budget document is a complete and accurate reflection of the intent of the Board.

INFORMATION:

The attached budget document includes the most recent set of assumptions regarding enrollment, property tax revenue, staffing and other factors that were used to prepare the final draft of the 2017-18 District Budget. Below are a few key components:

- 1) Enrollment (page 6-7) – District enrollment in October is expected to be 2,084 students, an increase of 2 students from 2016-17.
- 2) Property Taxes (page 54) – Property Tax revenue for 2017-18 is expected to be \$24,717,720, an increase of \$1,177,037, or 5.00%.
- 3) Categorical Funding (page 3) – In 2013-14, all of the state categoricals were combined into one LCFF line item, which was reduced by the Fair Share deduction. This change made it appear that categorical funding has dropped from \$3,432,848 to \$1,795,358. In 2017-18, Categorical funding is expected to be reduced by \$400,000 due to the lack of a Mandated Cost reimbursement which was included in prior years.
- 4) Budget Surplus and Reserves (page 87) – The budget surplus for 2017-18 is expected to be \$300,208, which will maintain reserve levels above the 12.0% level. As always, there will be unspent budget dollars at year end (about \$300,000) which will provide an increase to both the budgeted surplus and reserve levels once the books are closed.
- 5) Mandated Cost Reimbursement – The Governor made a commitment to pay off the debt that accumulated for several years of unpaid Mandated Cost claims. In 2015-16, the District received its first installment of \$1,000,000 of the \$2,500,000 it was owed from unpaid claims. Despite announcing that the 2017-18 budget contains \$1 billion for paying off this debt, the actual payment won't be made until the 2018-19 fiscal year.
- 6) Salaries and Benefits – As of the date of this Board meeting, no increase in Salaries and Benefits have been negotiated. To put a potential increase into perspective, a 1.00% salary increase would cost \$253,000 (see page 131).
- 7) COLA – The COLA for 2017-18 is expected to be 1.56%, and will be applied to Special Ed funding.

FISCAL IMPACT:

This item is for review only.



www.pgusd.org

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 Hillcrest Avenue Pacific Grove, CA 93950

Dr. Ralph Gómez Porras
Superintendent
(831) 646-6520
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Rick Miller
Assistant Superintendent
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PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 8, 2017 regarding

ADOPTION OF THE 2017/18 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 7:00 p.m. in the Jessie Bray Board Room of the District Office, located at 435 Hillcrest Avenue in Pacific Grove.

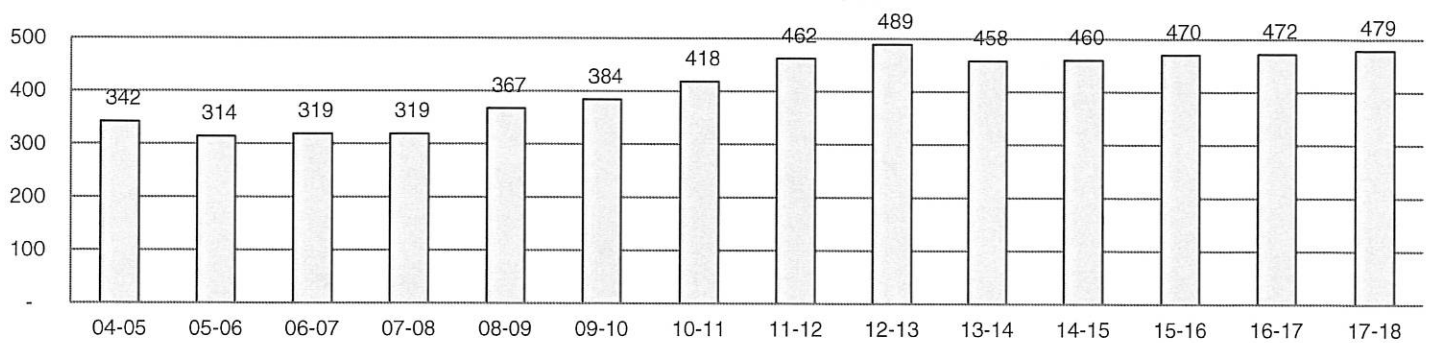
Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning June 5, 2017 through June 8, 2017 at the District Office. For more information, please contact Rick Miller, Assistant Superintendent for Business Services at 646-6509.

Posted: May 19, 2017

Enrollment - CBEDS

5-year weighted average Births	2010-11 actual		2011-12 actual		2012-13 actual		2013-14 actual		2014-15 actual		2015-16 actual		2016-17 actual		2017-18 estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
Forest Grove																
TK							22		27		26		28		26	
K	72		78		74		64		78		78		85		78	
1	70	7.7%	72	0.0%	77	-1.3%	68	-8.1%	64	0.0%	82	5.1%	73	-6.4%	83	-2.0%
2	68	13.3%	77	10.0%	78	8.3%	71	-7.8%	69	1.5%	66	3.1%	80	-2.4%	73	0.0%
3	71	7.6%	80	17.6%	81	5.2%	67	-14.1%	69	-2.8%	70	1.4%	72	9.1%	81	0.9%
4	67	6.3%	80	12.7%	86	7.5%	89	9.9%	75	11.9%	71	2.9%	68	-2.9%	74	2.3%
5	70	6.1%	75	11.9%	93	16.3%	77	-10.5%	78	-12.4%	77	2.7%	66	-7.0%	64	-5.3%
Total	418		462		489		458		460		470		472		479	
change	34	8.9%	44	10.5%	27	5.8%	(31)	-6.3%	2	0.4%	10	2.2%	2	0.4%	7	1.4%

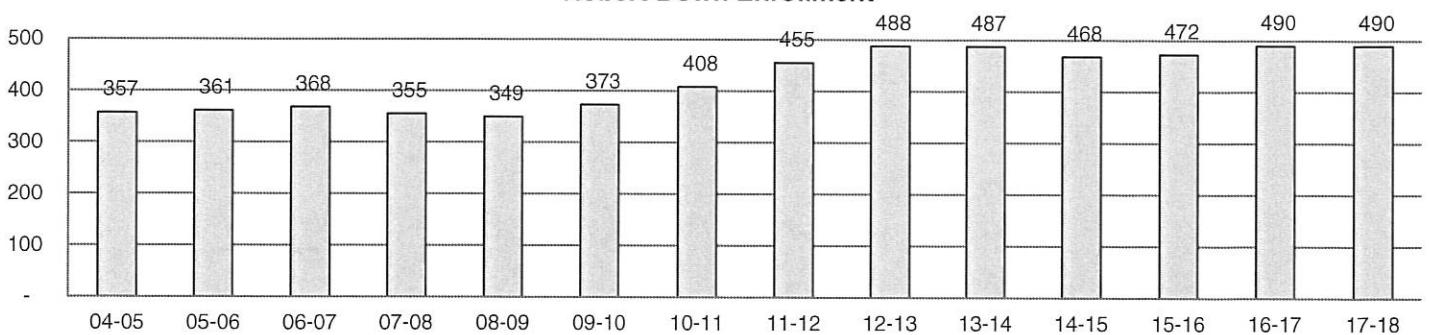
Forest Grove Enrollment



Robert Down

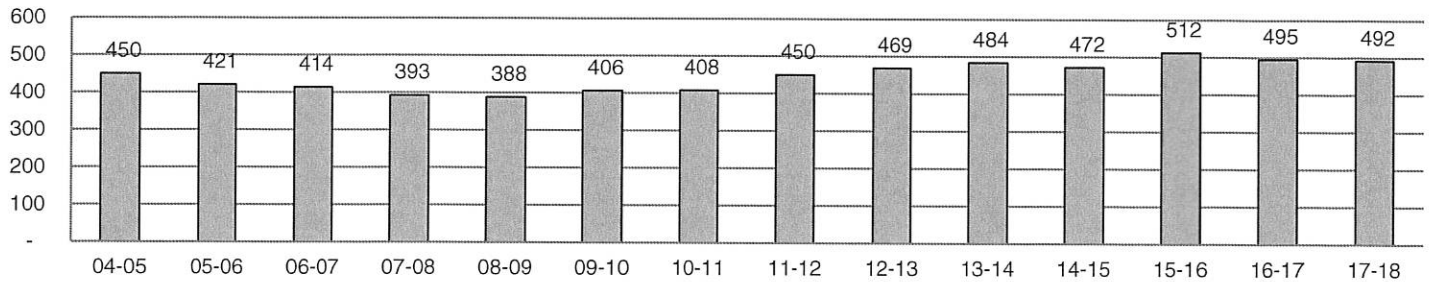
K	74		86		88		70		76		68		87		78	
1	71	29.1%	80	8.1%	86	0.0%	91	3.4%	72	2.9%	83	9.2%	78	14.7%	94	7.8%
2	66	4.8%	79	11.3%	84	5.0%	90	4.7%	79	-13.2%	79	9.7%	78	-6.0%	77	-0.8%
3	70	1.4%	76	15.2%	81	2.5%	72	-14.3%	85	-5.6%	87	10.1%	73	-7.6%	76	-2.7%
4	61	-6.2%	72	2.9%	78	2.6%	87	7.4%	72	0.0%	86	1.2%	93	6.9%	76	3.7%
5	66	4.8%	62	1.6%	71	-1.4%	77	-1.3%	84	-3.4%	69	-4.2%	81	-5.8%	89	-3.8%
Total	408		455		488		487		468		472		490		490	
change	35	9.4%	47	11.5%	33	7.3%	(1)	-0.2%	(19)	-3.9%	4	0.9%	18	3.8%	(0)	0.0%

Robert Down Enrollment



5-year weighted average	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	actual		actual		actual		actual		actual		actual		actual		estimate	
	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%
Middle School																
6	126	3.3%	150	10.3%	150	9.5%	174	6.1%	153	-0.6%	188	16.0%	151	3.4%	157	6.8%
7	144	9.9%	148	17.5%	162	8.0%	162	8.0%	163	-6.3%	164	7.2%	186	-1.1%	154	2.2%
8	138	3.8%	152	5.6%	157	6.1%	148	-8.6%	156	-3.7%	160	-1.8%	158	-3.7%	180	-3.0%
Total	408	0.5%	450	10.3%	469	4.2%	484	3.2%	472	-2.5%	512	8.5%	495	-3.3%	492	-0.7%
change	2	0.5%	42	10.3%	19	4.2%	15	3.2%	(12)	-2.5%	40	8.5%	(17)	-3.3%	(3)	-0.7%

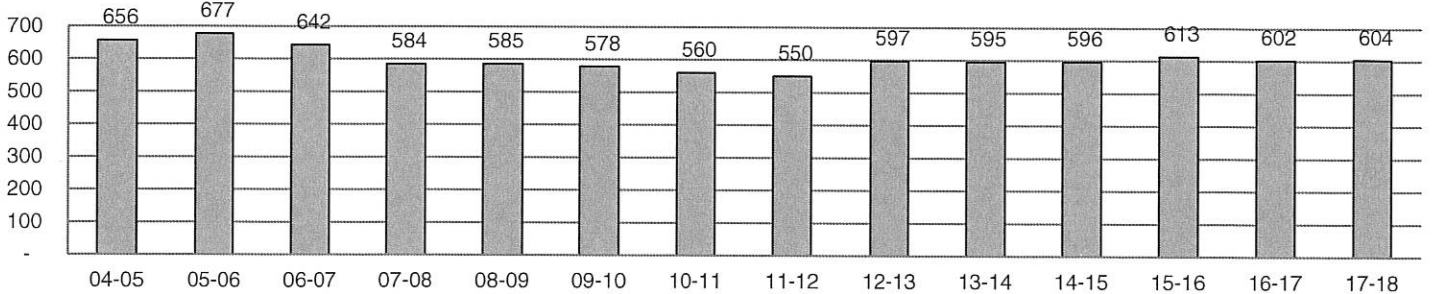
Middle School Enrollment



High School

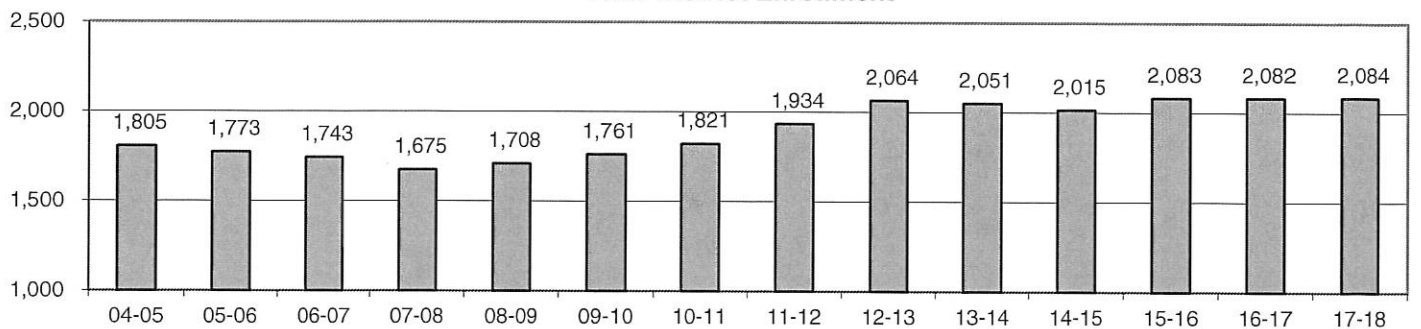
9	150	5.6%	146	5.8%	173	13.8%	153	-2.5%	160	8.1%	164	5.1%	170	6.3%	167	5.8%
10	137	-8.7%	151	0.7%	155	6.2%	167	-3.5%	151	-1.3%	155	-3.1%	152	-7.3%	165	-3.1%
11	132	-13.2%	128	-6.6%	153	1.3%	140	-9.7%	151	-9.6%	147	-2.6%	138	-11.0%	141	-7.2%
12	141	-2.8%	125	-5.3%	116	-9.4%	135	-11.8%	134	-4.3%	147	-2.6%	142	-3.4%	131	-5.2%
Total	560		550		597		595		596		613		602		604	
change	(18)	-3.1%	(10)	-1.8%	47	8.5%	(2)	-0.3%	1	0.2%	17	2.9%	(11)	-1.8%	2	0.3%

High School Enrollment



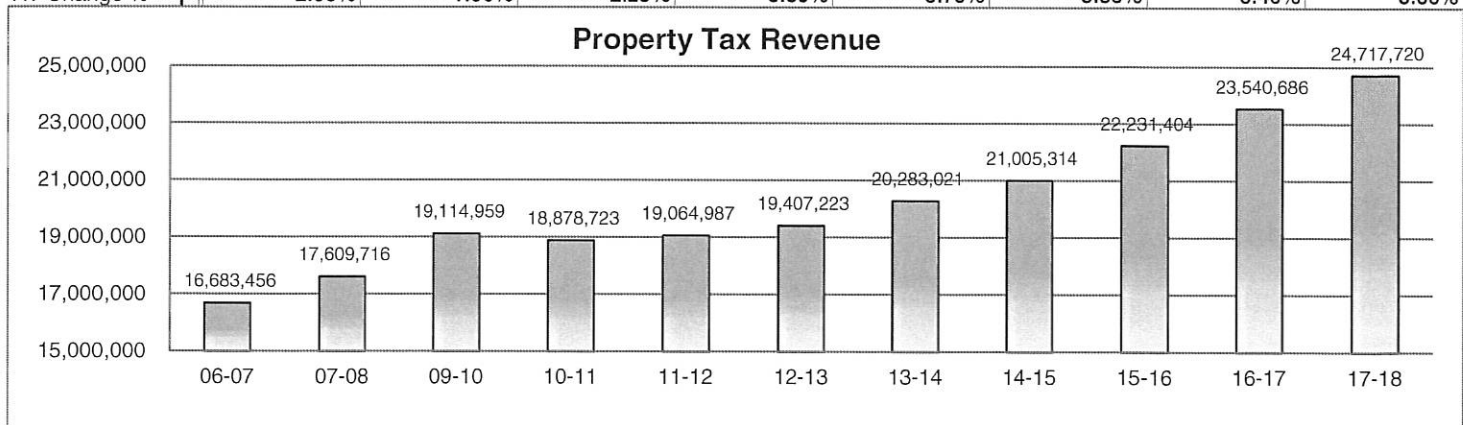
CHS	27	17	21	27	19	16	23	20
District	1,821	1,934	2,064	2,051	2,015	2,083	2,082	2,084
change	60	113	130	(13)	(36)	68	(1)	2
	3.4%	6.2%	6.7%	-0.6%	-1.8%	3.4%	0.0%	0.1%

Total District Enrollment



Property Tax Revenue

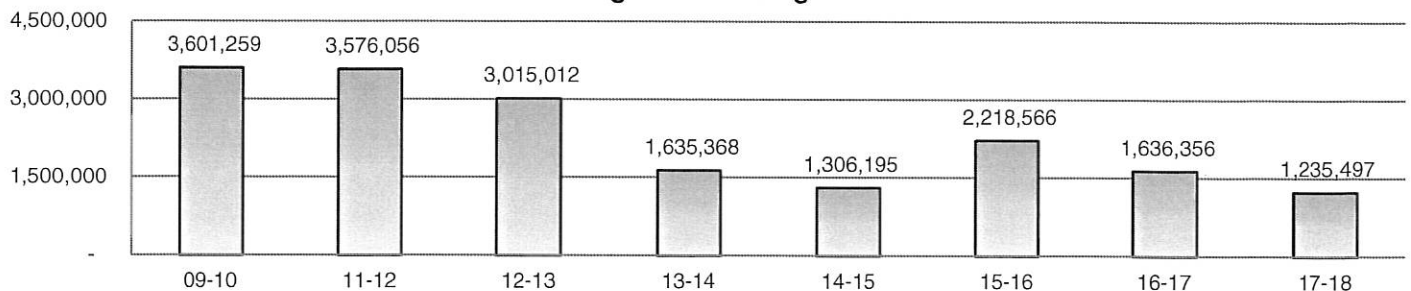
	2010-11 actual	2011-12 actual	2012-13 actual	2013-14 actual	2014-15 actual	2015-16 actual	2016-17 actual/est	2017-18 estimate
July		122,225	-	-	-	-	-	-
Year-to-Date	-	122,225	-	-	-	-	-	-
August	159,786		-	-	-	-	-	-
Year-to-Date	159,786	122,225	-	-	-	-	-	-
September	237,217	186,941	31,323	73,572	68,361	75,436	49,319	51,785
Year-to-Date	397,003	309,167	31,323	73,572	68,361	75,436	49,319	51,785
October			94,193	-	-	768,510	792,168	831,776
Year-to-Date	397,003	309,167	125,516	73,572	68,361	843,946	841,486	883,561
November	144,363	87,757	779,423	759,221	48,234	49,334	42,682	44,816
Year-to-Date	541,366	396,924	904,939	832,793	116,595	893,280	884,168	928,377
December	10,162,470	10,298,015	10,054,597	10,552,240	11,957,966	11,634,319	12,688,993	13,323,443
Year-to-Date	10,703,836	10,694,939	10,959,537	11,385,033	12,074,561	12,527,599	13,573,161	14,251,819
percent change	1.22%	-0.08%	2.47%	3.88%	6.06%	3.75%	8.35%	5.00%
January	311,742	235,324	162,549	350,363	209,642	527,542	307,376	322,745
Year-to-Date	11,015,578	10,930,263	11,122,086	11,735,396	12,284,203	13,055,141	13,880,538	14,574,565
percent change	4.17%	-0.77%	1.75%	5.51%	4.68%	6.28%	6.32%	5.00%
February	394,126	445,020	492,852	512,416	532,513	555,779	601,451	631,523
Year-to-Date	11,409,704	11,375,283	11,614,938	12,247,812	12,816,716	13,610,920	14,481,989	15,206,088
percent change	1.60%	-0.30%	2.11%	5.45%	4.64%	6.20%	6.40%	5.00%
March	320,773	404,979	375,214	409,741	414,021	519,125	502,464	527,587
Year-to-Date	11,730,477	11,780,263	11,990,152	12,657,553	13,230,737	14,130,045	14,984,452	15,733,675
percent change	2.07%	0.42%	1.78%	5.57%	4.53%	6.80%	6.05%	5.00%
April	6,683,790	6,686,251	6,941,147	7,152,350	7,278,329	7,632,400	8,041,076	8,443,130
Year-to-Date	18,414,267	18,466,514	18,931,299	19,809,903	20,509,066	21,762,445	23,025,529	24,176,805
percent change	-1.04%	0.28%	2.52%	4.64%	3.53%	6.11%	5.80%	5.00%
May	255,549	203,386	219,514	253,210	77,114	58,025	83,677	87,861
Year-to-Date	18,669,816	18,669,900	19,150,812	20,063,112	20,586,180	21,820,470	23,109,205	24,264,666
percent change	-1.37%	0.00%	2.58%	4.76%	2.61%	6.00%	5.91%	5.00%
June	208,907	395,087	256,411	219,909	419,134	410,934	431,480	453,054
Year-to-Date	18,878,723	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,540,686	24,717,720
percent change	-1.24%	0.99%	1.80%	4.51%	3.56%	5.84%	5.89%	5.00%
Total	18,878,723	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,540,686	24,717,720
Inc (Dec)	(236,236)	186,264	342,236	875,798	722,293	1,226,089	1,309,282	1,177,034
percent change	-1.24%	0.99%	1.80%	4.51%	3.56%	5.84%	5.89%	5.00%
Assessed Val	3,969,517,234	4,023,644,675	4,113,459,805	4,269,800,918	4,428,931,578	4,687,490,298	4,988,039,914	5,237,940,714
AV Change %	-2.53%	1.36%	2.23%	3.80%	3.73%	5.83%	6.40%	5.00%



Categoricals

Title	Obj-Res	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1 Special Ed	8181-3310	331,093	316,413	327,168	328,715	333,219	343,397	337,268
2 MAA	8290-0000	62,870	13,647	-	54,428	68,197	50,000	50,000
3 Title I	8290-3010	107,737	95,910	101,468	113,159	112,668	155,826	157,384
4 VEA	8290-3550	16,042	19,934	14,284	26,551	24,913	25,545	25,800
5 Title II Teacher Quality	8290-4035	56,341	55,047	52,900	53,043	52,436	52,946	53,475
6 Title II Principal Training	8290-4036	613	2,425	3,050	-	-	-	-
7 Title III Limited English	8290-4201	7,595	19,443	23,312	26,741	19,246	40,596	24,346
8 EIA	8311-7090	84,958	89,015	-	-	-	-	-
9 Transportation	8311-7230	105,295	-	-	7,849	-	-	-
10 Mandated Costs	8550-0000	33,824	59,186	71,314	133,812	1,033,242	445,293	98,000
11 Lottery - Rest	8560-6300	96,073	89,821	119,306	93,150	134,633	67,650	90,000
12 Lottery - Unrest	8560-1100	369,776	371,256	436,720	391,230	333,877	266,520	288,000
13 Other State Revenue								
14 Fair Share	8590-0000	(644,494)	(923,918)	-	-	-	-	-
15 STAR	8590-0060		3,408	-	-	-	-	-
16 School Counselor	8590-0080	62,198	62,198	-	-	-	-	-
17 CSR 9-12	8590-0120		35,166	-	-	-	-	-
18 K-3 Class Size Reductio	8590-0130	279,927	385,724	-	-	-	-	-
19 GATE	8590-0140	15,274	10,746	-	-	-	-	-
20 Instructional Materials	8590-0156		92,682	-	-	-	-	-
21 PAR	8590-0271	9,799	9,799	-	-	-	-	-
22 CBET	8590-0285	2,062	2,062	-	-	-	-	-
23 Math and Reading	8590-0294	8,017	8,017	-	-	-	-	-
24 Math and Reading	8590-0296	2,003	2,003	-	-	-	-	-
25 Adminstrator Training	8590-0325	2,425	2,425	-	-	-	-	-
26 ROP (CTE)	8590-0350	368,758	337,540	-	-	-	-	-
27 Adult Education	8590-0390	1,645,598	1,460,707	-	-	-	-	-
28 Prof Development	8590-0393	71,458	71,458	-	-	-	-	-
29 TIIG	8590-0394	74,525	74,525	-	-	-	-	-
30 SIP	8590-0395	186,475	186,475	-	-	-	-	-
31 School Safety	8590-0405	14,178	14,178	-	-	-	-	-
32 Pupil Retention	8590-0739	3,764	3,764	-	-	-	-	-
33 CAHSEE	8590-0755	8,279	8,279	-	-	-	-	-
34 Art and Music Grant	8590-0760	24,605	24,607	-	-	-	-	-
35 Prop 39 Energy Efficiency	8590-6230		-	106,132	75,210	105,119	111,224	111,224
36 TUPE	8590-6690		-	652	2,307	1,016	2,359	-
37 Common Core	8590-7405		-	379,062	-	-	75,000	-
Total		3,576,056	3,015,012	1,635,368	1,306,195	2,218,566	1,636,356	1,235,497

Categorical Funding



Budget Details

	2010-11 actual	2011-12 actual	2012-13 actual	2013-14 actual	2014-15 actual	2015-16 actual	2016-17 actual/est	2017-18 estimate
Categorical Funding	4,218,469	3,576,056	3,015,012	1,635,368	1,306,195	2,218,566	1,636,356	1,235,497
change	617,210	(642,414)	(561,044)	(1,379,644)	(329,173)	912,371	(582,210)	(400,859)
Enrollment (CBEDS)	1,821	1,934	2,064	2,051	2,015	2,083	2,082	2,084
change	60	113	130	(13)	(36)	68	(1)	2
Staffing	182.9	196.7	200.3	212.6	211.4	221.8	230.1	230.1
change	6.7	13.7	3.6	12.3	(1.2)	10.4	8.3	-
Class Size	20.4	21.4	22.0	20.9	20.2	20.7	20.8	20.8
change	0.5	1.0	0.7	(1.1)	(0.6)	0.5	0.1	-
Step-and-Column Costs	73,000	(13,000)	137,714	31,741	39,483	54,999	147,368	100,911
change	73,000	(86,000)	150,714	(105,973)	7,742	15,516	92,369	(46,457)
Cost of Health Care Plans	503.78	493.70	573.67	679.28	692.87	727.51	749.00	763.89
change	0.8%	-2.0%	16.2%	18.4%	2.0%	5.0%	3.0%	2.0%
Site Allocations	288,259	258,644	270,840	272,030	265,750	273,990	285,670	286,872
change	(2,843)	(29,615)	12,196	1,190	(6,280)	8,240	11,680	1,202
Property Tax Revenue	18,878,723	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,540,686	24,717,720
change	(236,236)	186,264	342,236	875,798	722,293	1,226,089	1,309,282	1,177,034
Contrib to Rest. Programs	4,010,594	5,079,999	4,485,081	4,321,146	3,773,938	3,845,174	4,236,292	4,236,292
change	#REF!	1,069,405	(594,918)	(163,935)	(547,208)	71,236	391,118	-
Mandated Costs	172,771	210,734	121,364	71,314	189,930	189,930	189,930	189,930
change	(7,685)	37,963	(89,370)	(50,050)	118,616	-	-	-
Bus Ridership	285	298	291	299	288	326	233	233
change	35	13	(7)	8	(11)	38	(93)	-
Meals Served	81,827	96,224	107,209	111,579	111,672	123,629	123,629	123,629
change		14,397	10,985	4,370	93	11,957	-	-
Free and Reduced Meals	17.0%	19.9%	20.8%	18.0%	19.8%	19.3%	16.5%	16.5%
change	17.0%	2.9%	0.9%	-2.8%	1.8%	-0.5%	-2.9%	0.0%
General Fund Reserve %	21.7%	18.4%	13.3%	12.4%	12.5%	16.7%	12.4%	12.6%
change	3.8%	-3.3%	-5.0%	-1.0%	0.1%	4.2%	-4.4%	0.2%
Surplus (Deficit)	1,566,407	(253,580)	(870,946)	262,613	241,697	1,607,862	(1,363,769)	299,164
change	(403,357)	(1,819,987)	(617,367)	1,133,559	(20,916)	1,366,165	(2,971,631)	1,662,933
Ongoing Salary Increases	1.40%	0.70%	2.00%	2.25%	2.25%	3.50%	3.50%	
One-time Salary Increases	1.10%		2.00%					
STRS Employer %	8.00%	8.00%	8.00%	8.25%	8.88%	10.73%	12.58%	14.43%
Cost	941,788	1,106,450	1,023,443	1,077,240	1,127,512	2,575,674	2,978,114	3,218,750
change		164,662	(83,007)	53,797	50,272	1,448,162	402,440	240,636
PERS Employer %	10.20%	10.92%	11.42%	11.44%	11.77%	11.80%	13.90%	15.80%
Cost	594,659	633,761	661,554	456,473	478,676	544,430	682,511	787,857
change		39,102	27,792	(205,081)	22,203	65,754	138,082	105,346
Ending Fund Balances								
Fund 01 - General Fund	4,857,837	4,488,171	3,387,141	3,538,700	3,686,012	5,240,889	3,981,208	4,237,991
Fund 11 - Adult Education	237,001	43,567	-	78,414	34,670	774,914	1,096,239	1,602,055
Fund 12 - Child Development	38,919	145,627	232,638	279	4,590	63,531	21,696	51,657
Fund 13 - Cafeteria Fund	50,396	8,511	28,937	7,613	8,785	8,680	8,165	8,165
Fund 14 - Deferred Maintenance	915,189	944,568	958,347	883,527	462,580	380,180	99,987	96,359
Fund 20 - Post Employment	77,147	96,985	116,929	136,761	156,788	177,493	198,549	218,575
Fund 21 - Building Fund	1,392,459	5,512,963	3,558,778	730,364	2,060,698	542,106	1,839,849	1,244,849
Fund 40 - Capital Projects	1,124,728	1,298,435	1,177,586	548,627	636,191	571,955	538,976	539,540
Total Ending Fund Balance	8,693,677	12,538,827	9,460,356	5,924,287	7,050,315	7,759,749	7,784,669	7,999,190

Fund 1 - General Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance - Rest	68,054	11,164	9,233	318,582	269,777	498,525	91,809
Beginning Fund Balance - Unre	4,789,783	4,418,268	3,377,908	3,220,119	3,416,235	4,742,364	3,889,400
Beginning Fund Balance	4,857,837	4,429,433	3,387,141	3,538,701	3,686,011	5,240,889	3,981,209
Revenues:							
LCFF Sources 8000	18,992,015	19,720,016	20,629,518	23,195,795	24,906,372	26,035,983	27,218,660
Federal Sources 8100	751,278	524,382	542,987	645,550	654,521	698,610	678,876
State Sources 8300	2,824,777	2,490,411	3,056,544	772,054	2,961,248	2,276,958	1,737,405
Local Sources 8600	1,473,621	1,520,750	1,584,081	1,406,262	1,361,147	1,142,303	941,015
Total Revenues	24,041,691	24,255,560	25,813,130	26,019,661	29,883,289	30,153,854	30,575,956
percent change	-3.0%	0.9%	6.4%	0.8%	14.8%	0.9%	1.4%
Expenditures:							
Certificated Salaries 1000	11,973,558	12,659,739	12,875,372	13,132,603	14,068,329	15,178,782	15,280,295
Classified Salaries 2000	3,960,209	4,216,422	4,586,236	4,674,971	5,060,143	5,348,119	5,400,439
Employee Benefits 3000	3,751,315	3,641,615	3,266,328	3,504,505	4,993,957	5,585,088	5,798,117
Books and Supplies 4000	1,036,377	1,081,470	967,149	901,729	1,059,566	1,863,851	1,026,711
Services and Other 5000	3,279,892	3,234,837	3,293,006	2,566,753	2,353,384	3,098,644	2,564,328
Capital Outlay 6000	4,114	4,113	16,643	42,806	56,843	178,163	12,529
Other Outgo 7000	289,806	288,310	545,782	954,598	683,204	264,978	194,373
Total Expenditures	24,295,271	25,126,506	25,550,516	25,777,964	28,275,427	31,517,624	30,276,792
percent change	4.7%	3.4%	1.7%	0.9%	9.7%	11.5%	-3.9%
Surplus (Deficit)	(253,580)	(870,946)	262,613	241,697	1,607,862	(1,363,769)	299,164
Transfers In (Out)							
Fund 11 - Adult Education	(76,892)	(151,919)	(50,000)				
Fund 12 - Child Development			(2,437)		-		
Fund 13 - Cafeteria	(19,937)		(39,191)	(74,960)	(33,558)	(34,891)	(22,956)
Fund 14 - Deferred Maintenance							
Fund 20 - Postemployment B	(19,426)	(19,426)	(19,426)	(19,426)	(19,426)	(19,426)	(19,426)
Other Sources	168					158,405	
Net Transfers In (Out)	(116,087)	(171,345)	(111,054)	(94,386)	(52,984)	104,088	(42,382)
Ending Fund Balance	4,488,171	3,387,141	3,538,700	3,686,012	5,240,889	3,981,208	4,237,991

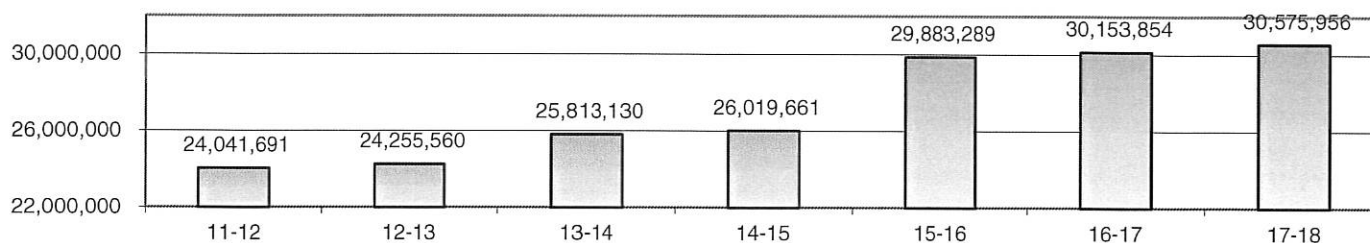
Components of Ending Fund Balance							
a Nonspendable - Revolving	5,000	5,000	5,000	5,000	5,000	5,000	5,000
b Restricted (restricted carryov	50,061	9,233	359,587	269,777	498,525	91,809	415,088
c Committed				181,342			
d Assigned							
Prop Tax Reserve (0.50%)	95,474				109,018	157,551	151,589
Basic Aid Reserve (3.00%)					790,340	945,304	909,532
Sick Leave Incentive Reser	60,000	60,000	60,000	60,000	40,000	40,000	40,000
Deferred Maintenance Reserve					2,975,150		780,097
STRS/PERS Reserve 2020-21						1,814,720	1,027,110
e 3% Resv for Econ Uncertain	750,392	758,936	769,847	776,171	822,855	926,824	909,575
Unassigned/Unappropriated	3,187,244	2,553,971	2,344,266	2,393,723			
subtotal Unrestricted Reserve	4,433,110	3,372,907	3,174,113	3,229,893	4,737,363	3,884,399	3,817,903
Undesignated Resv Percent	18.4%	13.3%	12.4%	12.5%	16.7%	12.4%	12.6%
Ending Fund Balance	4,488,171	3,387,141	3,538,700	3,686,012	5,240,889	3,981,208	4,237,991

Revenues - 8000

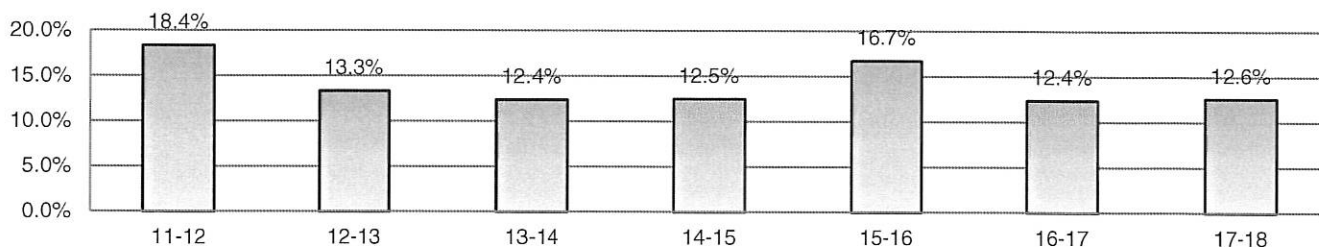
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
LCFF Sources: 8000							
U LCFF - Current Year 8011	(30,233)	(24,191)		2,472,525	2,505,456	2,505,456	2,505,456
U Prop 30 EPA (thru 18-19 8012	-	393,250	402,226	410,631	416,272	399,434	402,782
U Revenue Limit - Prior Y 8019	646	-	-	-	-	-	-
Prop 30/Rev Limit subtotal	(29,587)	369,059	402,226	2,883,156	2,921,728	2,904,890	2,908,238
U Home Owners Exempti 8021	120,727	121,600	120,614	116,877	115,843	140,588	147,617
U Secured Tax Roll 8041	17,664,234	18,125,665	19,055,007	19,769,890	20,985,501	21,884,383	22,978,602
U Unsecured Tax Roll 8042	710,447	743,509	740,746	788,765	807,516	884,038	928,240
U Prior Years Taxes 8043	469,083	308,783	259,551	229,329	226,717	506,917	532,263
U Delinquent Taxes 8048	100,496	107,666	107,103	100,452	95,827		-
Property Tax subtotal	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,415,926	24,586,722
U Transfer-Funds 11&14 8091				(674,428)	(236,905)	(236,905)	(228,372)
U Transfers to Charter Sc 8096	(43,385)	(56,266)	(55,729)	(18,247)	(9,854)	(47,928)	(47,928)
Total LCFF Sources	18,992,015	19,720,016	20,629,518	23,195,795	24,906,372	26,035,983	27,218,660
percent change	0.8%	3.8%	4.6%	12.4%	7.4%	4.5%	4.5%
Federal Sources: 8100							
R Special Education-per l 8181	331,093	316,413	327,168	328,715	333,219	343,397	337,268
U Medical Adm Act (MAA 8290	62,870	13,647		54,428	68,197	50,000	50,000
R Title I 3010	107,737	95,910	101,468	113,159	112,668	155,826	157,384
R Education Jobs Fund 3205	167,421	-	-	-			-
R VEA 3550	16,042	19,934	14,284	26,551	24,913	25,545	25,800
R Drug Free Schools 3710	1,567	1,564		-			-
R Title II Teacher Quality 4035	56,341	55,047	52,900	53,043	52,436	52,946	53,475
R Title II Principal Trainin 4036	613	2,425	3,050	-			-
R Title III Immigrant Educ 4201	4,744	7,500	2,831	9,295	5,452	20,447	9,127
R Title III Limited English 4203	2,851	11,943	20,482	17,446	13,794	20,149	15,219
R Medi-Cal Billing			20,805	42,913	43,843	30,300	30,603
Total Federal Sources	751,278	524,382	542,987	645,550	654,521	698,610	678,876
percent change	6.3%	-30.2%	3.5%	18.9%	1.4%	6.7%	-2.8%
State Sources: 8300							
U EIA 8311		89,015					-
U Transportation 8311	190,253			7,849			-
U Mandated Costs 8550	33,824	59,186	71,314	133,812	1,033,242	445,293	98,000
R State Lottery - Restrict 8560	96,073	89,821	119,306	93,150	134,633	67,650	90,000
R STRS on Behalf 7690					1,109,519	1,069,018	1,069,018
U State Lottery - Unrestric 8560	369,776	371,256	436,720	391,230	333,877	266,520	288,000
R Prop 39 Energy Efficien 6230			106,132	75,210	105,119	111,224	111,224
R CTE Incentive Grant 6387						158,731	
R Educator Effectiveness 6264					178,038		
R Mental Health Sped 6512			145,877	68,496	65,804	81,163	81,163
R TUPE 6690		(54)	652	2,307	1,016	2,359	-
R CC/CRBG 7405			379,062	-		75,000	-
Total State Sources	2,824,777	2,490,411	3,056,544	772,054	2,961,248	2,276,958	1,737,405
percent change	-22.4%	-11.8%	22.7%	-74.7%	283.6%	-23.1%	-23.7%

Revenues (continued)		2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Local Sources:	8600							
U Parcel Taxes	8621	269,456	270,405	267,824	3,951	2,377		
U Sale of Equipment	8631	518	313	180	363	281		-
U Leases and Rentals	8650	8,012	39,644	33,419	4,240		40,060	-
R Interest - Restricted	8660	(129)	(29)		4	412		-
U Interest - Unrestricted	8660	10,130	41,973	29,573	28,354	53,642	25,000	25,000
U Gain or Loss on Investr	8662	6,857		9,464	-	7,370		-
U Transportation Fees	8675	21,995	21,736	10,880	13,884	16,413	15,000	15,000
R Interagency Fees betw	8677				-			-
U Other Fees and Contra	8689		6,550	6,130	6,130	11,350	8,100	-
R Other Local Revenue -	8699			-	-	-		-
U Local Rev (grants,dona	8699	367,404	336,815	290,284	471,955	334,349	192,789	192,789
U ACSA Stipend	7500						103,128	
R Transfers-COE Sped	8792	789,379	803,342	936,327	877,381	934,953	758,226	708,226
U ROP	8799							-
Total Local Sources		1,473,621	1,520,750	1,584,081	1,406,262	1,361,147	1,142,303	941,015
percent change		-7.4%	3.2%	4.2%	-11.2%	-3.2%	-16.1%	-17.6%
Total Revenues - Restricted		1,573,732	1,403,815	2,230,343	1,707,670	3,115,819	2,971,981	2,688,507
Total Revenues - Unrestricted		22,467,960	22,851,744	23,582,787	24,311,990	26,767,470	27,181,873	27,887,449
Total Revenues		24,041,691	24,255,560	25,813,130	26,019,661	29,883,289	30,153,854	30,575,956
percent change		-3.0%	0.9%	6.4%	0.8%	14.8%	0.9%	1.4%

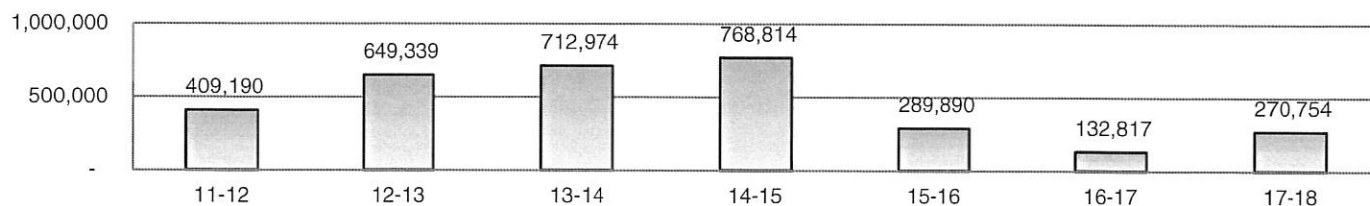
General Fund Revenues



Unrestricted Reserve Levels



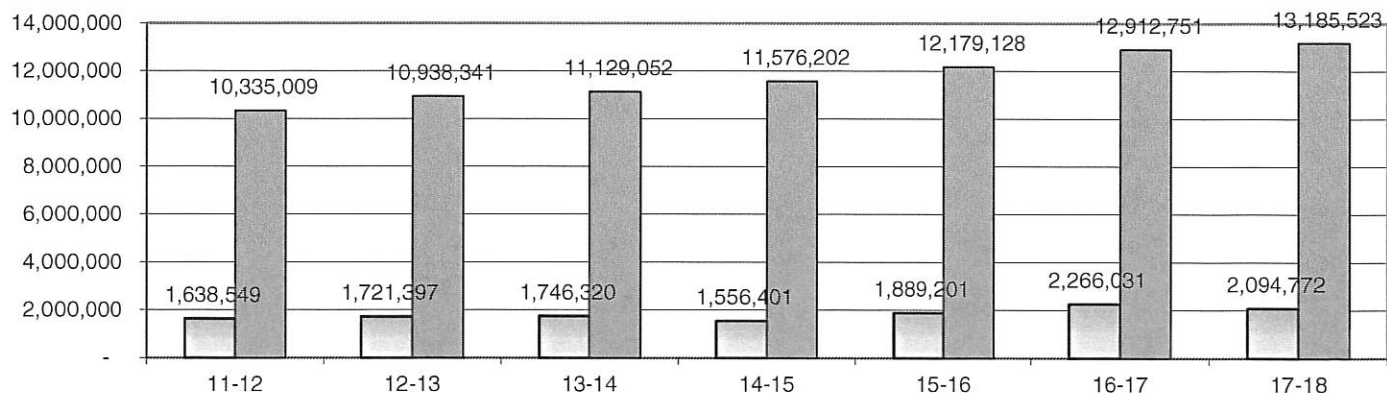
Transfers Out of General Fund



Certificated Salaries - 1000

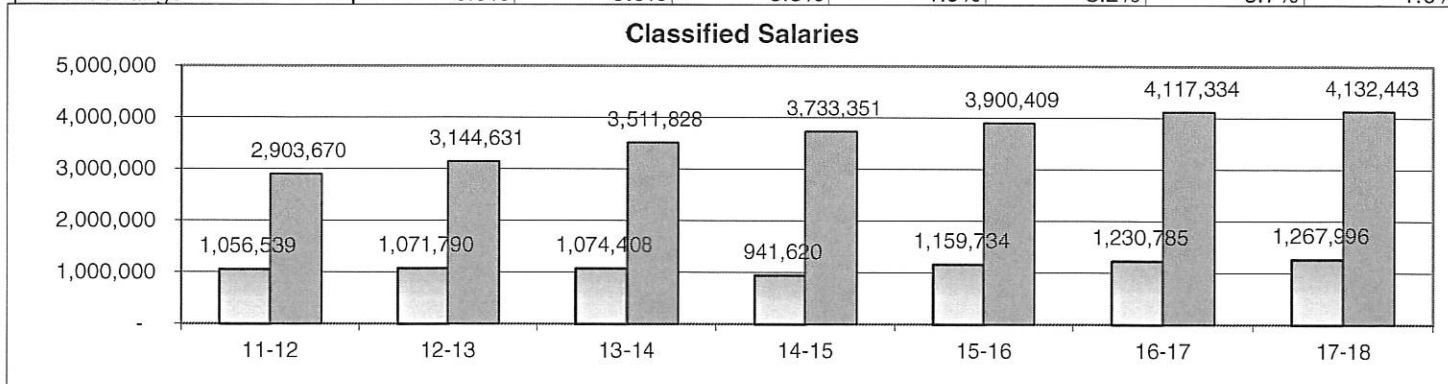
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Teacher Salaries 1100							
Restricted	1,209,672	1,246,904	1,248,080	1,168,516	1,389,699	1,723,707	1,613,880
Unrestricted	7,938,223	8,483,593	8,736,535	9,187,768	9,724,369	10,130,676	10,240,409
Total Teacher Salaries	9,147,895	9,730,497	9,984,615	10,356,283	11,114,068	11,854,384	11,854,289
Substitute Teachers 1110							
Restricted	24,305	39,379	49,909	17,896	25,167	26,236	10,762
Unrestricted	108,894	172,928	131,134	100,978	63,537	154,782	200,268
Total Substitute Teachers	133,199	212,308	181,043	118,873	88,704	181,018	211,030
Teachers Hourly 1130							
Restricted	34,540	49,451	14,053	25,880	41,197	18,229	23,400
Unrestricted	57,164	87,814	47,701	77,486	70,795	78,018	87,369
Total Teachers Hourly	91,705	137,265	61,754	103,366	111,991	96,247	110,769
Teachers Stipends 1160							
Restricted		800	24,060	16,000	26,000	60,327	-
Unrestricted	169,793	178,383	118,530	125,129	103,091	140,511	245,368
Total Teachers Stipends	169,793	179,183	142,590	141,129	129,091	200,838	245,368
Pupil Support 1200							
Restricted	312,912	326,818	350,671	263,012	336,702	363,040	370,680
Unrestricted	810,974	721,399	760,494	756,824	794,985	841,898	845,505
Total Pupil Support	1,123,886	1,048,217	1,111,165	1,019,836	1,131,687	1,204,939	1,216,185
Pupil Support Hourly 1230							
Restricted				-			-
Unrestricted	1,680	2,652		3,208	2,375		-
Total Pupil Support Hourly	1,680	2,652	-	3,208	2,375	-	-
Supervisors and Administration							
Restricted 1300	57,120	58,044	59,547	65,099	70,437	74,492	76,050
Unrestricted	1,246,850	1,290,911	1,333,905	1,324,810	1,419,975	1,566,505	1,566,245
Total Supervisors and Admin	1,303,970	1,348,955	1,393,452	1,389,908	1,490,412	1,640,997	1,642,295
Other Certificated							
Restricted 1900				-			-
Unrestricted	1,430	662	754			359	359
Total Other Certificated	1,430	662	754	-	-	359	359
Total Restricted	1,638,549	1,721,397	1,746,320	1,556,401	1,889,201	2,266,031	2,094,772
Total Unrestricted	10,335,009	10,938,341	11,129,052	11,576,202	12,179,128	12,912,751	13,185,523
Total Certificated Salaries	11,973,558	12,659,739	12,875,372	13,132,603	14,068,329	15,178,782	15,280,295
percent change	3.3%	5.7%	1.7%	2.0%	7.1%	7.9%	0.7%

Certificated Salaries



Classified Salaries - 2000

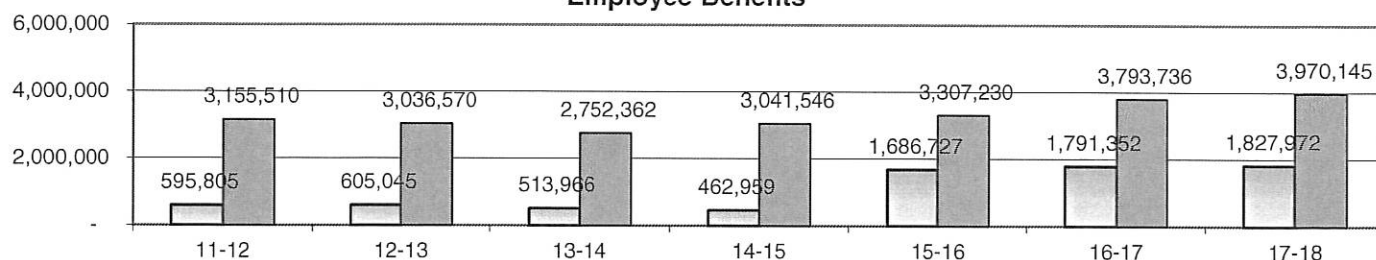
		2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Instructional Aides	2000							
Restricted	2100	400,832	382,388	345,012	365,795	368,284	344,232	321,126
Unrestricted		301,588	369,963	552,230	579,872	595,021	683,851	646,293
Total Instructional Aides		702,420	752,351	897,242	945,667	963,306	1,028,083	967,419
Support Salaries								
Restricted	2200	517,023	540,975	582,640	495,709	612,643	725,991	796,497
Unrestricted		777,792	858,787	969,727	1,139,499	1,188,853	1,265,369	1,272,136
Total Support Salaries		1,294,816	1,399,763	1,552,366	1,635,208	1,801,497	1,991,360	2,068,633
Support Substitutes								
Restricted	2210		4,826	3,898	-		240	-
Unrestricted		25,295	26,783	28,510	32,296	27,328	19,514	39,853
Total Support Substitutes		25,295	31,609	32,409	32,296	27,328	19,754	39,853
Support Overtime								
Restricted	2250	20,398	21,494	29,249	-	19,191	12,495	-
Unrestricted		30,867	18,564	22,909	55,431	58,863	99,259	129,895
Total Support Overtime		51,265	40,058	52,158	55,431	78,053	111,754	129,895
Supervisors & Administrators								
Restricted	2300				-			-
Unrestricted		391,302	408,226	433,414	444,419	462,601	510,983	514,985
Total Supervisors & Administ		391,302	408,226	433,414	444,419	462,601	510,983	514,985
Board of Trustees								
Restricted	2360				-			-
Unrestricted		6,720	5,640	7,680	7,200	7,200	24,920	42,340
Total Board of Trustees		6,720	5,640	7,680	7,200	7,200	24,920	42,340
Clerical & Office								
Restricted	2400	3,247	3,766		-			-
Unrestricted		1,244,296	1,304,084	1,288,347	1,246,519	1,327,777	1,349,897	1,348,055
Total Clerical & Office		1,247,543	1,307,850	1,288,347	1,246,519	1,327,777	1,349,897	1,348,055
Clerical & Office Hourly/Overtime								
Restricted	2450							-
Unrestricted		4,618	27,052			4,540	7,396	-
Total Clerical & Office Hourly		4,618	27,052	-	-	4,540	7,396	-
Other Classified Salaries								
Restricted	2900	115,040	118,341	113,609	80,115	159,616	147,827	150,373
Unrestricted		121,192	125,532	209,011	228,116	228,225	156,145	138,886
Total Other Classified Salaries		236,232	243,873	322,620	308,231	387,840	303,972	289,259
Total Restricted		1,056,539	1,071,790	1,074,408	941,620	1,159,734	1,230,785	1,267,996
Total Unrestricted		2,903,670	3,144,631	3,511,828	3,733,351	3,900,409	4,117,334	4,132,443
Total Classified Salaries		3,960,209	4,216,422	4,586,236	4,674,971	5,060,143	5,348,119	5,400,439
percent change		6.3%	6.5%	8.8%	1.9%	8.2%	5.7%	1.0%



Employee Benefits - 3000

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
STRS							
Restricted 3100	118,369	138,940	153,649	138,040	1,314,117	1,362,900	1,380,085
Unrestricted	988,081	884,503	923,592	989,473	1,261,557	1,615,214	1,838,665
Total STRS	1,106,450	1,023,443	1,077,240	1,127,512	2,575,674	2,978,114	3,218,750
Employee - STRS	8.00%	8.00%	8.00%	8.14%	9.20%	9.20%	9.20%
Employer - STRS	8.00%	8.00%	8.25%	8.88%	10.73%	12.58%	14.43%
PERS							
Restricted 3200	185,170	192,819	108,701	98,523	123,436	162,927	196,070
Unrestricted	448,591	468,735	347,772	380,153	420,994	519,584	591,787
Total PERS	633,761	661,554	456,473	478,676	544,430	682,511	787,857
Employee - PERS	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%
Employer - PERS	10.920%	11.417%	11.442%	11.771%	11.800%	13.900%	15.800%
Social Security - Medicare							
Restricted 3300	105,193	105,494	95,108	86,289	105,809	116,193	111,792
Unrestricted	330,278	347,029	369,916	392,188	420,778	424,009	409,719
Total Social Security - Medica	435,471	452,523	465,024	478,477	526,587	540,202	521,511
Employee - FICA			4.20%	4.20%	4.20%	4.20%	4.20%
Employer - FICA	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
Employer/Employee - Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
Health and Welfare							
Restricted 3400	103,229	93,515	89,699	75,147	81,248	91,184	86,086
Unrestricted	977,411	966,246	755,941	873,671	867,967	939,723	817,943
Total Health and Welfare	1,080,641	1,059,761	845,640	948,819	949,215	1,030,907	904,029
SUI							
Restricted 3500	39,064	27,140	1,406	1,249	1,522	2,324	1,651
Unrestricted	191,991	136,024	7,307	7,547	8,024	13,592	33,144
Total SUI	231,054	163,165	8,713	8,796	9,545	15,916	34,795
Employee - SUI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Employer - SUI	1.61%	1.10%	1.10%	1.10%	1.10%	1.10%	1.10%
Workers Comp							
Restricted 3600	44,780	47,137	64,862	62,620	59,020	54,172	50,636
Unrestricted	219,158	234,033	333,857	384,382	312,401	267,308	264,102
Total Workers Comp	263,938	281,170	398,719	447,002	371,422	321,481	314,738
Experience Mod Rate	1.091	1.258	1.070	0.935	0.935	0.935	0.935
Other Benefits							
Restricted 3900			541	1,090	1,575	1,652	1,652
Unrestricted			13,978	14,132	15,509	14,305	14,785
Total Workers Comp	-	-	14,518	15,222	17,084	15,957	16,437
Total Restricted	595,805	605,045	513,966	462,959	1,686,727	1,791,352	1,827,972
Total Unrestricted	3,155,510	3,036,570	2,752,362	3,041,546	3,307,230	3,793,736	3,970,145
Total Employee Benefits	3,751,315	3,641,615	3,266,328	3,504,505	4,993,957	5,585,088	5,798,117
percent change	8.9%	-2.9%	-10.3%	7.3%	42.5%	11.8%	3.8%

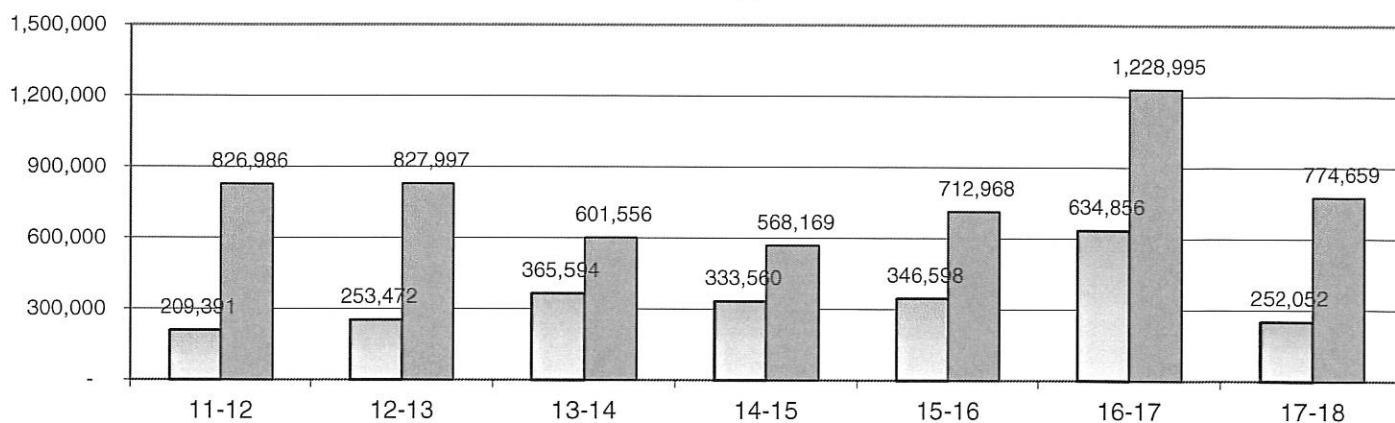
Employee Benefits



Books and Supplies - 4000

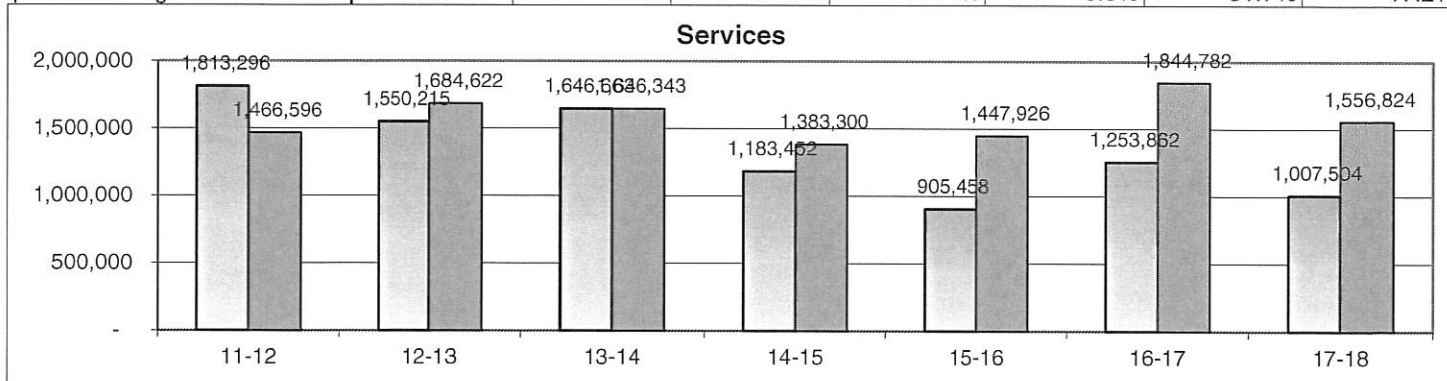
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Books and Supplies							
Restricted 4100	95,807	89,792	87,097	212,167	182,723	84,850	105,195
Unrestricted	39,650	228,269			78,257	236,520	139,788
Total Books and Supplies	135,457	318,061	87,097	212,167	260,980	321,370	244,983
Books and Reference Materials							
Restricted 4200							-
Unrestricted	19,882	18,414		18,369	22,712	104,203	20,921
Total Books and Reference Materials	19,882	18,414	-	18,369	22,712	104,203	20,921
Materials and Supplies							
Restricted 4300	110,003	163,681	278,342	121,393	163,875	550,006	146,857
Unrestricted	756,871	527,630	586,905	536,645	607,050	819,861	603,950
Total Materials and Supplies	866,873	691,310	865,247	658,038	770,925	1,369,867	750,807
Noncapitalized Equipment							
Restricted 4400	3,581		155	-			-
Unrestricted	10,583	53,686	14,651	13,155	4,950	68,411	10,000
Total Noncapitalized Equipment	14,164	53,686	14,806	13,155	4,950	68,411	10,000
Total Restricted	209,391	253,472	365,594	333,560	346,598	634,856	252,052
Total Unrestricted	826,986	827,997	601,556	568,169	712,968	1,228,995	774,659
Total Books and Supplies	1,036,377	1,081,470	967,149	901,729	1,059,566	1,863,851	1,026,711
percent change	-4.9%	4.4%	-10.6%	-6.8%	17.5%	75.9%	-44.9%

Books and Supplies



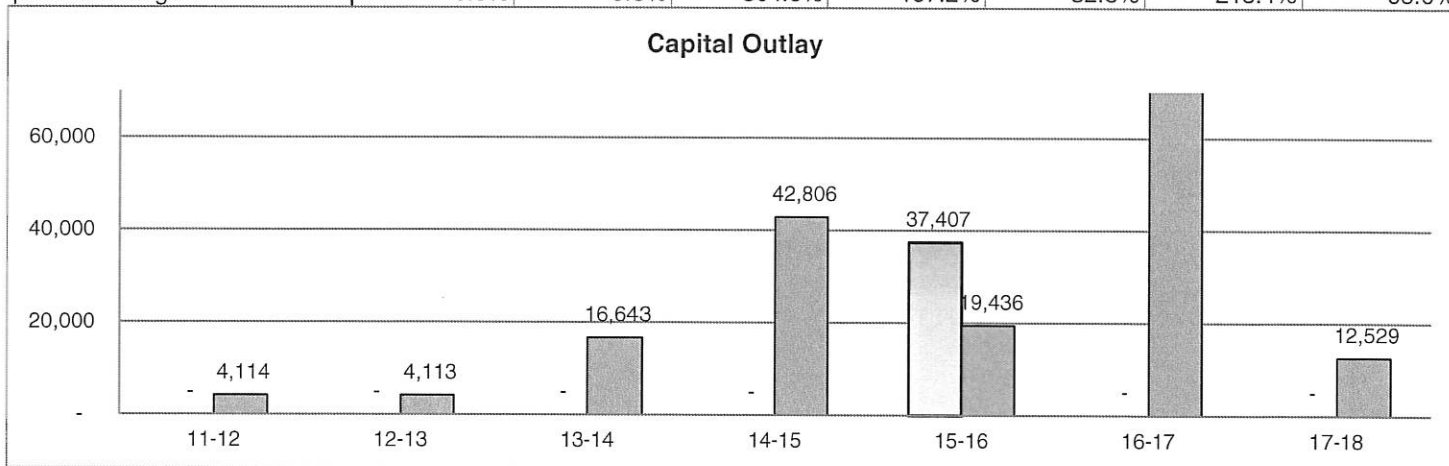
Services and Other - 5000

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Travel and Conferences							
Restricted 5200	5,317	8,409	15,439	3,747	5,242	55,107	18,550
Unrestricted	27,646	27,368	34,477	44,470	59,174	60,633	46,805
Total Travel and Conferences	32,964	35,777	49,916	48,217	64,416	115,740	65,355
Dues and Memberships							
Restricted 5300				-			-
Unrestricted	12,241	9,373	17,538	21,710	20,771	23,985	17,898
Total Dues and Memberships	12,241	9,373	17,538	21,710	20,771	23,985	17,898
Insurance							
Restricted 5450				-			-
Unrestricted	140,895	148,199	157,006	172,409	194,076	197,508	198,496
Total Insurance	140,895	148,199	157,006	172,409	194,076	197,508	198,496
Utilities							
Restricted 5500				-			-
Unrestricted	482,726	612,145	735,278	568,865	602,090	622,096	668,053
Total Utilities	482,726	612,145	735,278	568,865	602,090	622,096	668,053
Rentals, Leases & Repairs							
Restricted 5600	89,766	99,440	82,863	35,752	98,967	63,083	60,000
Unrestricted	66,089	45,638	44,869	87,206	81,446	296,907	89,889
Total Rental Leases & Repairs	155,854	145,078	127,732	122,958	180,413	359,990	149,889
Direct Costs							
Restricted 5710	(19,259)	(38,439)	(22,889)				-
Unrestricted	19,259	38,439	22,889	-	-	-	-
Total Direct Costs	-	-	-	-	-	-	-
Professional/Consulting Services							
Restricted 5800	1,736,777	1,480,329	1,571,169	1,143,303	800,469	1,134,141	927,423
Unrestricted	670,822	756,134	593,261	459,513	456,495	588,593	459,635
Total Professional/Consulting	2,407,599	2,236,463	2,164,430	1,602,816	1,256,964	1,722,734	1,387,058
Communications							
Restricted 5900	695	475	80	650	780	1,531	1,531
Unrestricted	34,403	34,804	27,780	16,037	21,068	37,307	58,778
Total Communications	35,098	35,279	27,860	16,687	21,848	38,838	60,309
Postage							
Restricted 5930				-			-
Unrestricted	12,514	12,522	13,246	13,090	12,806	17,753	17,270
Total Postage	12,514	12,522	13,246	13,090	12,806	17,753	17,270
Total Restricted	1,813,296	1,550,215	1,646,663	1,183,452	905,458	1,253,862	1,007,504
Total Unrestricted	1,466,596	1,684,622	1,646,343	1,383,300	1,447,926	1,844,782	1,556,824
Total Services and Other	3,279,892	3,234,837	3,293,006	2,566,753	2,353,384	3,098,644	2,564,328
percent change	4.3%	-1.4%	1.8%	-22.1%	-8.3%	31.7%	-17.2%



Capital Outlay - 6000

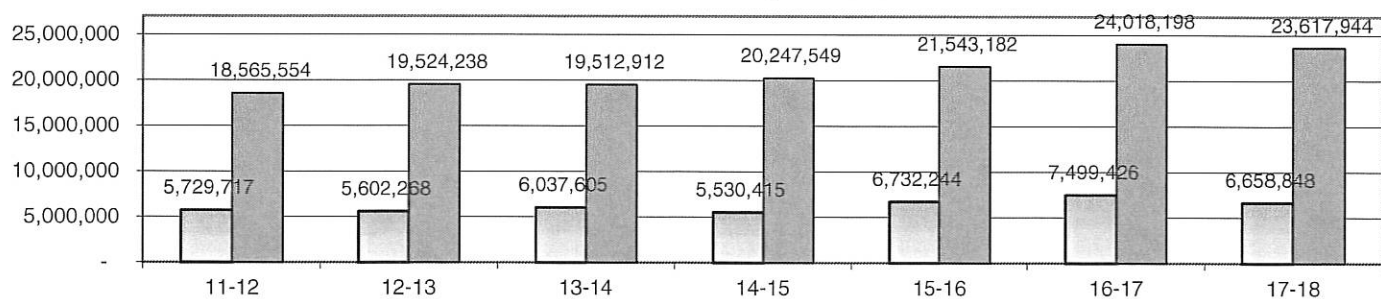
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Capital Outlay 6400							
Restricted		-			37,407		-
Unrestricted	4,114	4,113	16,643	42,806	6,907	165,634	
Total Capital Outlay	4,114	4,113	16,643	42,806	44,314	165,634	-
Other Capital 6500							
Restricted							
Unrestricted					12,529	12,529	12,529
Total Other Capital	-	-	-	-	12,529	12,529	12,529
Total Restricted	-	-	-	-	37,407	-	-
Total Unrestricted	4,114	4,113	16,643	42,806	19,436	178,163	12,529
Total Capital Outlay	4,114	4,113	16,643	42,806	56,843	178,163	12,529
percent change	0.0%	0.0%	304.6%	157.2%	32.8%	213.4%	-93.0%



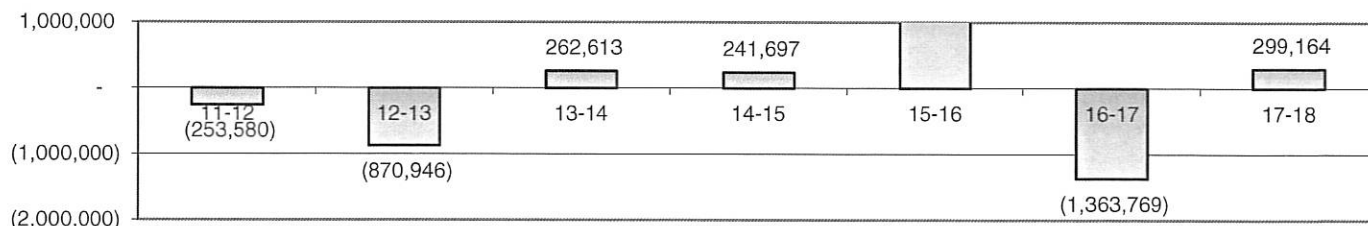
Other Outgo - 7000

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
State Special Schools							
Restricted 7130				-			-
Unrestricted	21,210	26,955	7,049	-	-		-
Total	21,210	26,955	7,049	-	-	-	-
Other Tuition							
Restricted 7142	280,616	276,592	560,405	923,856	663,739	220,606	150,000
Unrestricted				52,414	41,137	11,873	11,874
Total	280,616	276,592	560,405	976,270	704,876	232,479	161,874
Indirect Costs							
Restricted 7310	125,868	117,321	130,249	128,567	43,380	101,935	58,552
Unrestricted	(125,868)	(117,321)	(130,249)	(128,567)	(43,380)	(101,935)	(58,552)
Total	-	-	-	-	-	-	-
Indirect Costs							
Restricted 7350				-			-
Unrestricted	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)
Total	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)	(21,672)
Debt Service - Interest							
Restricted 7439	9,652	6,435	-	-			-
Unrestricted			-	-		54,171	54,171
Total	9,652	6,435	-	-	-	54,171	54,171
Debt Service - Principal							
Restricted 7600			-	-			-
Unrestricted				-			-
Total	-	-	-	-	-	-	-
Total Restricted	416,137	400,348	690,654	1,052,423	707,119	322,541	208,552
Total Unrestricted	(126,330)	(112,038)	(144,872)	(97,825)	(23,915)	(57,563)	(14,179)
Total Other Outgo	289,806	288,310	545,782	954,598	683,204	264,978	194,373
TOTAL EXPENDITURES	24,295,271	25,126,506	25,550,516	25,777,964	28,275,427	31,517,624	30,276,792

Total General Fund Expenditures



Surplus (Deficit) Spending



Fund 11 - Adult Education Fund

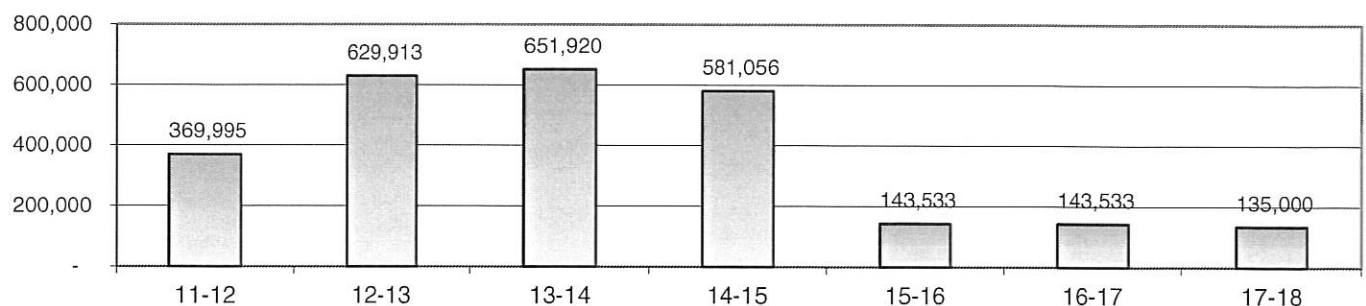
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance	288,996	(4,597)	-	78,414	34,670	774,914	1,096,239
Revenues:							
Revenue Limit Sources 8000				581,056	143,533	143,533	135,000
Federal Revenue 8200	55,742	38,260	59,928	51,820	56,853	34,558	34,558
Other State Revenue 8091	293,103	477,994	601,920		1,174,241	1,190,051	1,190,051
Other Local Revenue 8600	524,808	473,064	461,691	441,702	504,988	664,351	550,000
Total Revenues	873,653	989,318	1,123,539	1,074,578	1,879,616	2,032,493	1,909,609
Expenditures:							
Certificated Salaries 1000	633,357	644,217	585,490	552,841	527,700	628,936	618,559
Classified Salaries 2000	239,069	238,896	277,685	326,129	318,428	381,229	313,368
Employee Benefits 3000	162,661	180,590	146,062	154,288	189,355	243,434	228,742
Books and Supplies 4000	114,225	39,218	58,372	46,140	51,860	378,055	168,124
Services & Other Oper 5000	46,663	33,720	27,515	38,924	43,803	79,515	75,000
Capital Outlay 6000					8,226		
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	1,195,975	1,136,641	1,095,124	1,118,322	1,139,372	1,711,168	1,403,793
Surplus (Deficit)	(322,322)	(147,323)	28,414	(43,744)	740,244	321,325	505,816
Transfers In - Fund 1 8900	76,892	151,919	50,000				
Ending Fund Balance	43,567	-	78,414	34,670	774,914	1,096,239	1,602,055

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted - Donations 9740						967,483	1,513,928
c) Committed 9750							
d) Assigned 9780						128,755	88,126
e) Unassigned/Unappropri 9790	43,567		78,414	34,670	774,914		
Ending Fund Balance	43,567	-	78,414	34,670	774,914	1,096,239	1,602,055

Fund 11 accounts for all the transactions related to the District's Adult Education program. The state has changed the way Adult Ed posts the apportionments, making it difficult to compare across years. Prior to 2008-09, Adult Ed received their apportionment directly from the state. In 2009-10, it became a Transfer-In from the General Fund. Then, in 2011-12, it was not transferred in, but posted from the General Fund into their Other State Revenue line item. In 2015-16, funding is posted directly to Fund 11.

Fund 11 - Transfers In From General Fund



Fund 12 - Child Development Fund

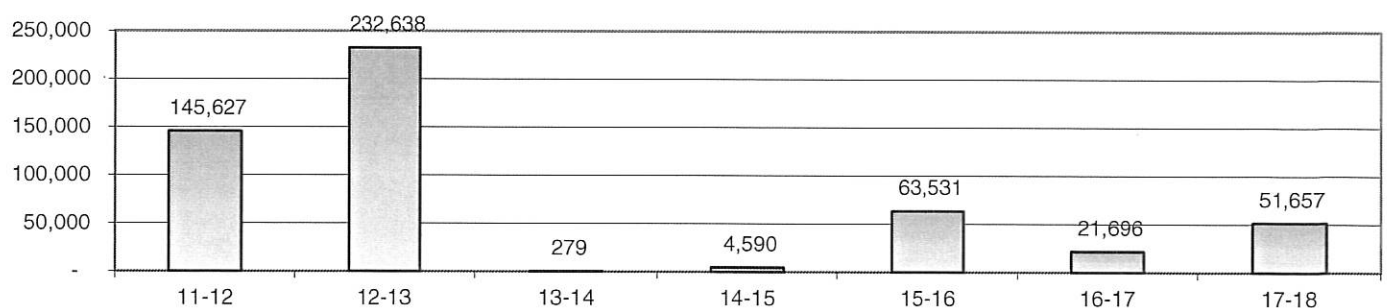
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance	38,919	145,627	232,638	279	4,590	63,531	21,696
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
State Revenue (Presch 8500	110,370	101,722	100,323	57,688	110,772	99,187	98,836
Local Revenue (BASRF 8600	384,587	395,144	358,484	351,578	381,508	370,000	375,000
Total Revenues	494,957	496,865	458,807	409,266	492,280	469,187	473,836
Expenditures:							
Certificated Salaries 1000	48,572	48,131	48,622	47,609	61,308	58,424	57,525
Classified Salaries 2000	219,954	229,282	240,802	244,552	257,864	247,504	243,671
Employee Benefits 3000	87,380	87,526	74,758	80,430	86,244	92,264	94,007
Books and Supplies 4000	9,457	4,978	7,750	8,365	5,327	13,371	15,000
Services & Other Oper 5000	1,214	943	2,812	2,326	925	63,024	2,000
Capital Outlay 6000		17,323	297,188			14,763	10,000
Other Outgo 7100							
Indirect Costs 7300	21,672	21,672	21,672	21,672	21,672	21,672	21,672
Total Expenditures	388,249	409,854	693,604	404,955	433,340	511,022	443,875
Surplus (Deficit)	106,708	87,011	(234,796)	4,311	58,941	(41,835)	29,961
Transfers In from Fund 8900			2,437	-	-	-	-
Ending Fund Balance	145,627	232,638	279	4,590	63,531	21,696	51,657

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740	478						
c) Committed 9750							
d) Assigned 9780						21,696	51,657
e) Unassigned-Res for Ec 9789							
Unassigned/Unappropri 9790	145,149	232,641	279	4,590	63,531		
Ending Fund Balance	145,627	232,641	279	4,590	63,531	21,696	51,657

Fund 12 accounts for all the transactions related to the State Preschool program and the Before and After School Recreation Program (BASRP). In 2011-12, fees were raised which allowed the Fund to operate at a surplus. In 2013-14, Fund 12 paid for a new portable classroom to be located at Forest Grove Elementary School.

Fund 12 - Ending Fund Balance



Pacific Grove Unified School District

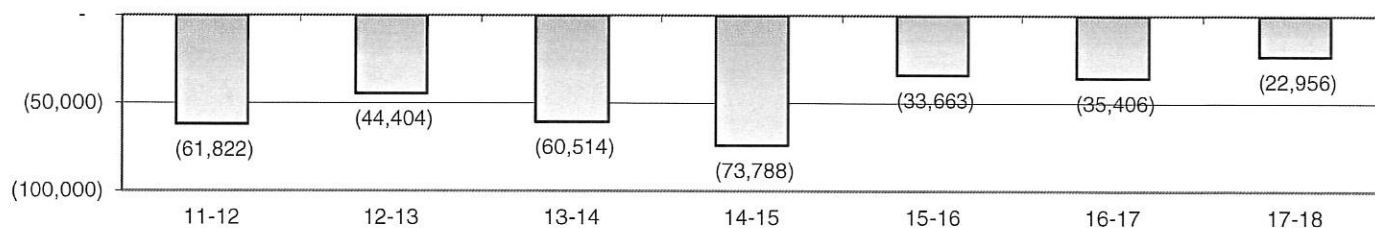
Fund 13 - Cafeteria Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance	50,396	73,341	28,936	7,613	8,785	8,680	8,165
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8200	144,822	168,653	176,708	175,993	191,656	177,000	180,000
Other State Revenue 8500	12,436	15,136	13,499	14,030	14,314	25,006	32,006
Other Local Revenue 8600	306,631	320,592	320,781	329,385	367,914	400,000	390,000
Total Revenues	463,889	504,382	510,988	519,408	573,884	602,006	602,006
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000	209,886	223,631	241,199	255,853	257,521	260,385	260,737
Employee Benefits 3000	52,461	56,386	52,736	57,674	55,952	65,797	70,225
Supplies 4000	257,344	260,782	270,784	265,365	287,097	298,230	280,000
Services 5000	6,020	7,987	6,783	14,304	6,977	13,000	14,000
Capital Outlay 6000							
Other Outgo 7100							
Total Expenditures	525,711	548,786	571,502	593,197	607,547	637,412	624,962
Surplus (Deficit)	(61,822)	(44,404)	(60,514)	(73,788)	(33,663)	(35,406)	(22,956)
Transfers In - General F 8900	19,937		39,191	74,960	33,558	34,891	22,956
Ending Fund Balance	8,511	28,937	7,613	8,785	8,680	8,165	8,165

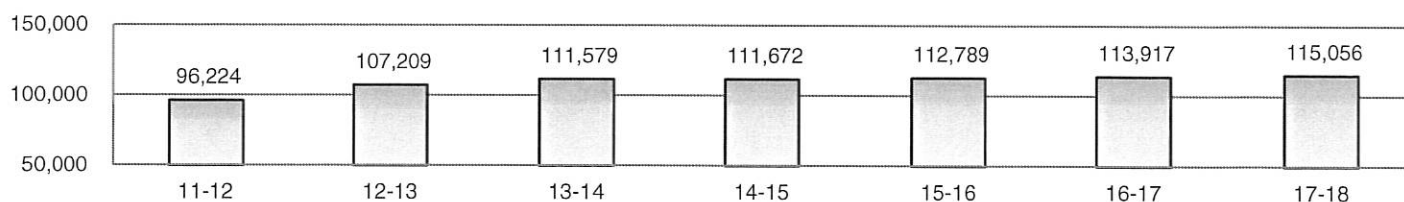
Components of Ending Fund Balance:

a) Nonspendable - Stores 9711	2,419	8,271	7,614	6,821	7,613	8,165	8,165
b) Restricted 9740		17,501			642		
c) Committed							
d) Assigned					425		
e) Unassigned/Unappropr 9790	6,092	3,164	-	1,964			
Ending Fund Balance	8,511	28,937	7,614	8,785	8,680	8,165	8,165

Fund 13 - Surplus (Deficit)



Meals Served



Pacific Grove Unified School District

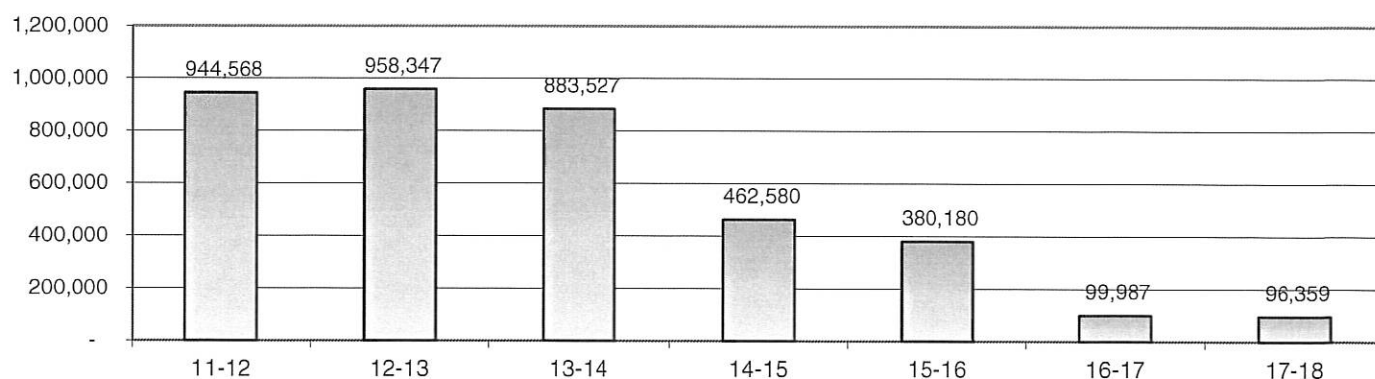
Fund 14 - Deferred Maintenance Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance	915,189	944,568	958,347	883,527	462,580	380,180	99,987
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8590	94,947	94,713	93,372	93,372	93,372	93,372	93,372
Other Local Revenue 8660	6,304	4,957	3,290	3,262	3,372	4,000	3,000
Total Revenues	101,251	99,670	96,662	96,634	96,744	97,372	96,372
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4300	49,116	45,067	30,572	50,424	29,421	28,051	30,000
Services 5800	22,757	40,823	140,910	467,157	149,723	349,514	70,000
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	71,872	85,891	171,482	517,581	179,144	377,566	100,000
Surplus (Deficit)	29,379	13,779	(74,820)	(420,947)	(82,400)	(280,194)	(3,628)
Transfers In (Out) - to G 8900							
Ending Fund Balance	944,568	958,347	883,527	462,580	380,180	99,987	96,359

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780						99,987	96,359
e) Unassigned-Reserve fc 9789							
Unassigned/Unappropri 9790	944,568	958,347	883,527	462,580	380,180		
Ending Fund Balance	944,568	958,347	883,527	462,580	380,180	99,987	96,359

Fund 14 - Ending Fund Balance



Pacific Grove Unified School District

Fund 20 - Postemployment Benefits Fund

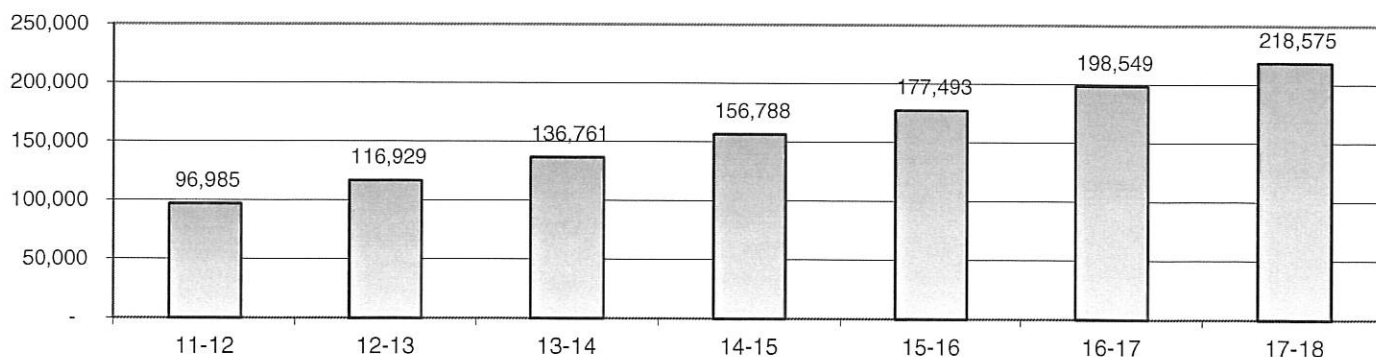
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance	77,147	96,985	116,928	136,761	156,788	177,493	198,549
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	413	518	407	600	1,279	1,630	600
Total Revenues	413	518	407	600	1,279	1,630	600
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000							
Services 5000							
Capital Outlay 6000							
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	-	-	-	-	-	-	-
Surplus (Deficit)	413	518	407	600	1,279	1,630	600
Transfers In (Out) - from 8900	19,426	19,426	19,426	19,426	19,426	19,426	19,426
Ending Fund Balance	96,985	116,929	136,761	156,788	177,493	198,549	218,575

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned - Medigap 9780						198,549	218,575
e) Unassigned-Reserve fc 9789							
Unassigned/Unappropri 9790	96,985	116,929	136,761	156,788	177,493		
Ending Fund Balance	96,985	116,929	136,761	156,788	177,493	198,549	218,575

The District's Annual Required Contribution (ARC) for the year ended June 30, 2015 was \$799,523.

Fund 20 - Ending Fund Balance



Fund 21 - Building Fund

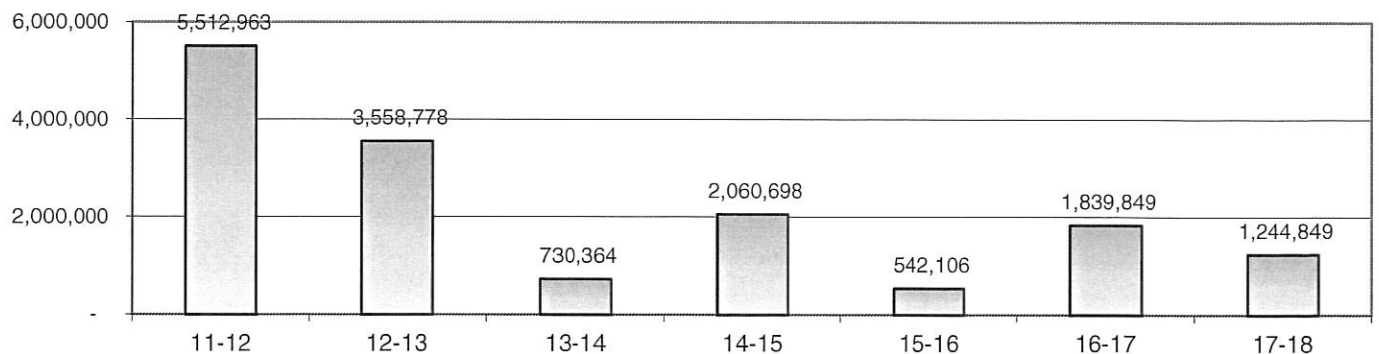
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance	1,392,459	5,512,963	3,558,778	730,364	2,060,698	542,106	1,839,849
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	7,502,961	23,886	9,261	2,332,337	11,805	2,069,340	5,000
Total Revenues	7,502,961	23,886	9,261	2,332,337	11,805	2,069,340	5,000
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4400	521,190	252,385	101,593		884,678	180,527	450,000
Services 5800	17,385	35,666	31,805	7,200	178,721	125,529	50,000
Capital Outlay 6000	2,843,881	1,690,021	2,704,276	994,803	466,999	465,542	100,000
Other Outgo 7100							
Indirect Costs 7300							
Total Expenditures	3,382,456	1,978,072	2,837,675	1,002,003	1,530,398	771,598	600,000
Surplus (Deficit)	4,120,505	(1,954,186)	(2,828,413)	1,330,334	(1,518,592)	1,297,743	(595,000)
Transfers In (Out) 8900							
Ending Fund Balance	5,512,963	3,558,778	730,364	2,060,698	542,106	1,839,849	1,244,849

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780						1,839,849	1,244,849
e) Unassigned-Reserve fc 9789							
Unassigned/Unappropri 9790	5,512,963	3,558,778	730,364	2,060,698	542,107		
Ending Fund Balance	5,512,963	3,558,778	730,364	2,060,698	542,107	1,839,849	1,244,849

Fund 21 accounts for the revenues and expenditures associated with Measure A and Measure D Bonds.

Fund 21 - Ending Fund Balance



Fund 40 - Capital Outlay Projects Fund

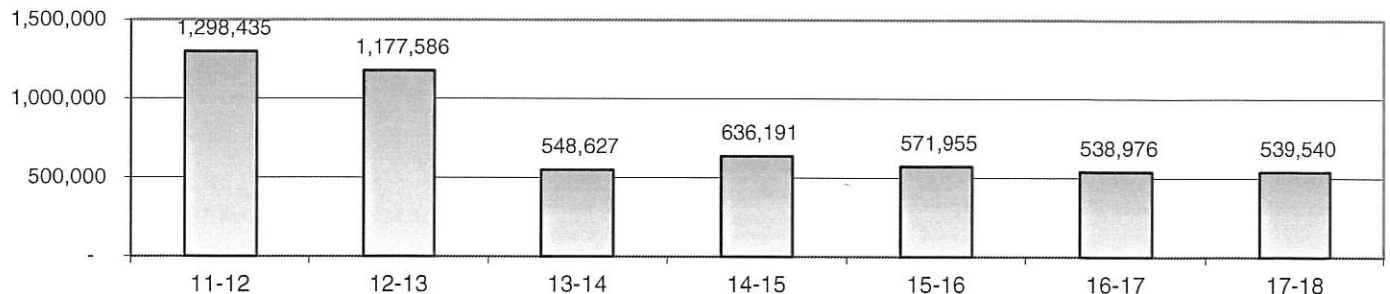
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
Beginning Fund Balance	1,124,728	1,298,435	1,177,586	548,627	636,191	571,955	538,976
Revenues:							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300							
Other Local Revenue 8600	187,032	244,036	345,477	229,409	276,678	835,781	230,000
Total Revenues	187,032	244,036	345,477	229,409	276,678	835,781	230,000
Expenditures:							
Certificated Salaries 1000							
Classified Salaries 2000							
Employee Benefits 3000							
Supplies 4000	4,132	66,596	58,424	69,241	117,813	113,462	50,000
Services 5000	9,193	125,949	51,282	12,945	4,450	132,594	50,000
Capital Outlay - Equipm 6000		172,341	864,730	59,660	189,215	593,570	100,000
Other Outgo 7100							
Indirect Costs 7300					29,435	29,135	29,436
Total Expenditures	13,325	364,886	974,435	141,846	340,914	868,760	229,436
Surplus (Deficit)	173,707	(120,849)	(628,958)	87,564	(64,236)	(32,979)	564
Transfers In (Out) 8900							
Ending Fund Balance	1,298,435	1,177,586	548,627	636,191	571,955	538,976	539,540

Components of Ending Fund Balance:

a) Nonspendable - Revolv 9711							
b) Restricted 9740							
c) Committed 9750							
d) Assigned 9780						538,976	539,540
Forest Grove Project							
e) Unassigned/Unappropri 9790	1,298,435	1,177,586	548,627	636,191	571,955		
Ending Fund Balance	1,298,435	1,177,586	548,627	636,191	571,955	538,976	539,540

Fund 40 includes revenues collected from David Avenue leases, expenditures authorized by the Board, and maintenance department expenses in excess of the program 6220 allocation. Certain revenues are being set aside for future repair of the High School track (\$116,000) and the stadium field (\$713,000 in 2023). Rents received from the Middle School PAC and the High School stadium are being held in specific improvement accounts. The Board approved \$500,000 to help with the cost of construction of the new High School pool. On March 7, 2013 the Board also approved the purchase of new vehicles from Fund 40.

Fund 40 - Ending Fund Balance



SUBJECT: Public Hearing for the Local Control Accountability Plan

PERSON(S) RESPONSIBLE: Ana Silva, Director Curriculum/Special Projects

RECOMMENDATION:

The District Administration will present the final draft of the 2017-2018 LCAP for Board review and Public Hearing.

BACKGROUND:

Pursuant to Education Code 42103, the Pacific Grove Unified School District will conduct a public hearing regarding the Local Control Accountability Plan (LCAP). Copies of the LCAP will be available for public viewing beginning May 22- May 25, 2017.

INFORMATION:

By July 1, 2017, the governing board of each school district shall adopt a local control and accountability plan (LCAP) using a template adopted by the State Board, effective for three years with annual updates. The LCAP consists of the Plan Summary, Annual Update, Stakeholder Engagement, Goals, Actions, and Services, and the Demonstration of Increased or Improved Services for Unduplicated Pupils. It includes the district's annual goals for all pupils and for each target student group identified according to the State and local performance indicators included in the Local Control Funding Formula (LCFF) Evaluation Rubrics. The Evaluation Rubrics are aligned to the eight state priorities listed below.

For the 2017-2018 school year, the LCAP template was revised to align to the new State Accountability System: California Schools Dashboard and the District 5 by 5 District/School Placement Report. The Plan Summary, a new section added to the LCAP for 2017-2018, enables the district to highlight the following:

- The Story: A description of how the District serves the students and the community
- LCAP Highlights: A summary of the key features of this year's LCAP
- District's Greatest Progress
- District's Greatest Needs
- Performance Gaps identified in the California School Dashboard and how the district will increase or improve services for low-income students, English learners, and foster youth.
- Budget Summary

Last year the District's LCAP consisted of 5 goals. This year the District's LCAP has been streamlined to three goals in an effort to capture the commitment to all students and the student target groups identified with achievement gaps in Mathematics and English Language arts. The first goal is designed to capture our base program, what we do to provide a quality educational program for ALL students in our TK-12 grade program. The second and third goal are written to specifically address the academic gaps for targeted

student groups in the areas of mathematics and English Language arts. The three LCAP goals are listed below:

1. Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.
2. All English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and Hispanic students will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.
3. All English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

The California Eight State Priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students has access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

FISCAL IMPACT:

See LCAP for fiscal details

** Local Control Accountability Plan (LCAP) located as Appendix G in Board Packet.*



www.pgusd.org

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
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PUBLIC HEARING NOTICE

Pursuant to California Education Code § 42127 and § 42103, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 8, 2017 regarding

ADOPTION OF THE 2017/18 BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN

The hearing will be held during the regular Board meeting which begins at 7:00 p.m. in the Jessie Bray Board Room of the District Office, located at 435 Hillcrest Avenue in Pacific Grove.

Copies of the Budget and Local Control Accountability Plan will be available for public viewing beginning June 5, 2017 through June 8, 2017 at the District Office. For more information, please contact Rick Miller, Assistant Superintendent for Business Services at 646-6509.

Posted: May 19, 2017

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Pacific Grove Unified School District

Contact Name and Title Ana Silva
Director of Curriculum & Special Projects

Email and Phone asilva@pgusd.org
831 646-6526

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

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

Our district is dedicated to preparing students for college and careers with 21st century skills. The goal of our elementary schools is to promote strong literacy and mathematics instruction to support critical thinking in al content areas. The middle school builds on this foundation with content area instruction and further developing students abilities to effectively communicate orally and in writing, think critically, collaborate, and extend learning through creativity and innovation. The high school offers academic counseling to guide students with various options for college or career through Career Technical Education pathways, courses aligned to A to G, a variety of Advanced Placement courses and dual enrollment courses with Monterey Peninsula College.

Students who are learning the English language are supported by staff with the appropriate credential to support the various language levels of our students. Students who have been identified with disabilities are taught by appropriately credentialed staff who meet each student's needs through the Individual Education Plans process. Currently our district

serves 10% Students with Disabilities, .4% Foster , and .2% homeless. We strive to ensure all students receive the appropriate supports to ensure college and career readiness upon high school graduation.

LCAP HIGHLIGHTS

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

This year our district plan, as exemplified in the first LCAP goal, will continue to focus on ensuring all students are prepared for college and career upon high school graduation. Our base program ensures student success through systems of support that address the whole child's well being socially, emotionally and academically. Students are all taught by highly qualified teachers in safe and supporting environments in facilities that are clean and maintained to the highest standards. Students and parents are encouraged to provide input in the educational programs at each of the sites. We continue to enhance our technology infrastructure and provide digital citizenship learning opportunities for students and continue to support educational technology supports to staff through our digital coach and Director of Educational Technology. This year we will be purchasing 3 new additional portables to reduce class sizes at Robert Down Elementary and Forest Grove Elementary. To support the implementation of California State Standards at the middle school, we are adopting Study Sync Curriculum for all English Language Arts classes which provides textbooks as well as an online digital and interactive platform.

In addition to our base program, this year we will be focusing on closing the achievement gaps for our targeted student groups such as English learners, socio economically disadvantaged students, students with disabilities and foster youth. Our focus will be in the areas of mathematics (Goal 2) and English language arts (Goal 3) as well as any social or emotional supports to ensure these students thrive in school. We will provide intervention supports at all levels. Elementary interventions will consist of classroom supports through flexible grouping models, instructional aide supports, as well as pull out programs for more targeted and intensive instruction. Targeted instruction will be based on common formative assessment data that identifies student areas of need based on the California State Standards. Instructional Leadership teams will guide grade levels and departments through Cycles of Professional learning and the Professional Learning Communities process to identify student skills gaps and adjust instruction to meet student needs accordingly. To support rigorous mathematics instruction at the conceptual level, we will be increasing the hours of our math coach to support teachers in grades k-8. Additional support classes are offered at the middle and high school to close the achievement gap for students who are identified in the areas of English Language Arts and Math based on common formative assessments as well as other local indicators.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Pacific Grove Unified School District continues to be proud of our ability to maintain very high graduation rates at 96.2% (2012-13 cohort graduating class of 2015-2016) for all of our student groups. Upon graduation the majority of students go on to post secondary schools with a few enlisting in the armed forces. We are also very proud of the accomplishments of our high school English language arts and Mathematics programs. Smarter Balanced scores for 11th grade Math improved from 54% met or exceeding standards in 2014-2015 to 70% in 2015-2016 and English Language arts improved from 81% met or exceeding standards in 2014-2015 to 88% in 2015-2016. Likewise in grades 3-8 we have high percentages of students scoring above meeting the standards: ELA (high-green) 38.1 points above meeting standard with an increase of 9.4 points and Math (high-green) 8.4 points above meeting standard with an increase of 2.1 points according the California School Dashboard, California's new accountability system. Other state indicators we are proud of are our low suspension rates at 1.1% with a decline over previous years and our English learner progress towards language proficiency (high-green) 83.6% with an

increase of 4.8%. We are also very happy that our English Learners who were reclassified as English Language Proficient continue to make gains in the Smarter Balanced Assessments for English Language arts scoring High with 25.2 points above meeting the standard.

Our parent community is integral to the educational success of students and to the success of our district programs. According to a 2016-2017 parent district survey 83% of parents indicated schools encouraged parent input and contributions. 90% indicated they attended school and class events and 94% attend general school meetings. 94% agree the schools promote academic success for all students. 95% indicated the schools were clean with well maintained facilities and properties.

Students also have opportunities to provide input through local student surveys and focus groups. According to the California Healthy Kids Survey 2016-2017 representing students in grades 7, 9, and 11 indicated that 92% felt connected to school, 82% are academically motivated, 81% felt safe at school, and 94% said there were high expectations from adults at school and 91% said there were caring adults at school.

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

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

GREATEST NEEDS

As we dig deeper into our local formative assessments, analysis of student work and the California School Dashboard, student growth in mathematics is not at the rate we would like for the following targeted student groups: English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. For this reason we are writing specific goals and actions to meet the needs of these targeted groups.

Due to these low scores, a greater emphasis will be placed on teacher professional development with the math coach in grades k-8. Collaboration time will focus on lesson studies, student error analysis, and targeted instruction based on the analysis of common formative assessment data. We will also work closely with the Monterey County Office of Education to identify research based best practices that improve math instruction.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

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

English Learners, which includes students who were reclassified as Fluent English Proficient in the last four years: Orange-Medium 23.2 points below meeting standard and declined -9.5 points from last year. Students who were reclassified as English language proficient in the last 4 years scored 12.1 points below meeting standard and declined significantly by 16.4 points. English learners scored low at 31 points below meeting standard and declined -9.5 points.

Socioeconomically Disadvantaged: Orange -low 56.7 points below meeting standard and declined - 7.2 points

Students with Disabilities: Orange-low 83.5 points below meeting standard and declined -8.9 points

Hispanic: Orange-low 27.6 points below meeting standard and declined -2.5 points

To address this need we are increasing the academic math coach hours to work with grades K-8 to increase math vocabulary instruction with the use of sentence frames, increase student use of the 8 mathematical practices along with an increase in visual conceptual representation with manipulatives during math instruction. Furthermore, teacher and administrators will engage in Professional Learning Communities (PLC) process to analyze common formative assessments and identify conceptual and skill gaps for students. Teachers will also engage in lesson studies and peer observation to determine the impact of best practice on student learning for these targeted groups.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Pacific Grove Unified School District's is committed to ensuring all students succeed academically. Students who are challenged in any way receive additional supports to ensure equity in achieving academic goals. The district uses the funds district wide through intervention programs to meet the unique needs of our targeted student populations. The district fully funds all intervention programs TK-12 grade through a variety of programs such as: Summer School, before/after school tutoring, English Language Arts and Mathematics intervention programs through the Response to Intervention model, while making full use of all resources and staff to meet the needs of any student who is needing additional assistance academically to meet the California State Standards. Pacific Grove Unified has a total of 2,086 students, 7% are English Learners, 16.5 % are Socioeconomically challenged, .4% are Foster Youth, and 10% are Special Education students.

Targeted instruction for identified student groups will be based on common formative assessment data that identifies student areas of need based on the California State Standards. Instructional Leadership teams will guide grade levels and departments through Cycles of Professional learning and the Professional Learning Communities process to identify student skills gaps and adjust instruction to meet student needs accordingly.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$30,319,174.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$30,238,117.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

"Basic aid" districts will receive limited LCFF state aid dollars because in a minority of districts such as Pacific Grove USD, property taxes exceed the target established for state aid. The district keeps the "excess" property tax but receives only limited state funding, historically restricted for specific purposes. These districts are called "excess property tax" or "Basic Aid" districts. They get more funding from local property taxes than they would from the formula. They comprise about one in nine of the state's nearly 1,000 districts, a number that varies from year to year. Many are wealthy districts with high residential property values. However, basic aid districts must still comply with the state's new accountability requirements, including completion of an annual Local Control and Accountability Plan. And they must spend supplemental and concentration dollars on high-needs students equal to the amount they theoretically would have received had they been funded by the state through the funding formula and not by local property taxes. For example, the Total Projected LCFF Revenues for 2017-2018 LCAP year in the amount of \$27,218,660 includes \$2,505,456 the district receives from the State of California.

Additional General Fund Budget Expenditures that are not included in the LCAP are: Adult Education Fund-11 \$1,403,793 , Child Development Fund-12 \$443,875 , Cafeteria Fund-13 \$624,962, Deferred Maintenance Fund-14 \$100,000, Special Reserve Fund-20 \$0, Building Fund-21 \$600,000, Special Reserve Fund-40 \$229,436

\$27,218,660.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

1. All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

An increase by 5% (base line score for 2015-2016) of students will meet or exceed their understanding of the California State Standards in ELA and Math. 75 % of English learners are making annual progress in learning English, with a 20% Re-designation rate for English Learners. An increase of 5% of students with disabilities will meet or exceed their understanding of the California State Standards in ELA and Math as measured by Smarter Balanced Assessments.

ACTUAL

According to Smarter balanced Assessments, the following targeted student groups are performing at the orange level according to status and change:
All students in ELA scored High-green 38.1 points above standard and increased +9.4 points
All students in Math scored High 8.4 points above standard and Maintained +2.1 points

MATH: English Learners Overall: Orange-Medium 23.2 points below level 3 Declined 9.5 points (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years) EL only: Low-Orange; 31 points below meeting standard and declined 4.4 points
RFEP only: Medium-Orange 12.1 points below meeting standard; declined significantly 16.4 points
Socioeconomic disadvantaged: Low- Orange; 56.7 points below meeting standard, declined 7.2 points
Students with disabilities: Low-Orange 83.5 points below meeting standard, declined 8.9 points
Hispanic: Low-Orange 27.6 points below meeting standard; declined 2.5 points

ELA:English learners overall : Yellow-Medium 6.1 points above meeting standard and maintained +3.2 (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years)
EL only: Low at 7.4 points below meeting standard and increased +7.2 points
Socioeconomic disadvantaged: Yellow- Low 16.2 below level meeting standard and increased +12 points

Students with Disabilities: Yellow-Low 44.6 below meeting standard and maintained +.0.8 points

68 % of English learners making annual progress in learning English
21% Reclassification rate for English learners

ACTIONS / SERVICES

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

Action	1
Actions/Services	<p>PLANNED</p> <p>1.01 Instructional Leadership teams work with the principals at each site to guide and implement cycles of professional learning during early release/late start days. Instructional leadership teams articulate vertically and within grade level/departments. Each site will do a minimum of 2 cycles: (safe practice, observe colleagues, receive feedback, professional reading, analyze student work/data)</p> <p>1.01 (B) Dr. Bonnie McGrath will work with site Instructional Leadership Teams on developing the work of Professional Learning Communities (PLC). Here teachers will be making instructional decisions, based on formative/summative data analysis, to address specific learning targets and meet the needs of all students, specifically those who are not meeting their learning goals.</p> <p>BUDGETED</p> <p>1.01(A) Stipends for Instructional Leadership Team members 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$23,000.</p>
Expenditures	<p>ACTUAL</p> <p>1.01 Instructional Leadership teams worked with the principals at each site to guide and implement cycles of professional learning during early release/late start days. Instructional leadership teams articulated vertically and within grade level/departments. Instructional Leadership teams focused primarily on the process of Professional Learning Communities in answering 4 questions: What do we want students to know and be able to do? How will we assess students to know if they understood concepts/standards taught? What will we do to address the needs for those students who didn't master concepts? What will we do for those that did in an effort to extend their learning.</p> <p>1.01 (B) Dr. Bonnie McGrath worked with site Instructional Leadership Teams on developing the work of Professional Learning Communities (PLC). Here teachers made instructional decisions, based on formative/summative data analysis, to address specific learning targets and meet the needs of all students, specifically those who are not meeting their learning goals.</p> <p>ESTIMATED ACTUAL</p> <p>1.01(A) Stipends for Instructional Leadership Team members 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$24,000.</p>

1.01(B) Teacher professional development 5800: Professional/Consulting Services And Operating Expenditures Education Effectiveness Funds \$10,800.

1.01 (C) Substitutes for teachers attending Instructional leadership institute days (3) 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$4000.

1.01(B) Teacher professional development 5800: Professional/Consulting Services And Operating Expenditures Education Effectiveness Funds \$10,800.

1.01 (C) Substitutes for teachers attending Instructional leadership institute days (3) 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$4000.

Action 2

Actions/Services

PLANNED

1.02 Measure A funding used to enhance Technology infrastructure, purchase computing devices for all sites, safety cameras, purchase software programs for intervention programs, curriculum, and assessments.

The addition of one full time teachers on special assignment to serve as the district instructional technology leader/Digital Learning Coach at the elementary level. This person will work in partnership with the existing teacher on special assignment who provides instructional technology support and leadership at the secondary level.

Collectively, these two staff members will carry out the following roles and responsibilities:

- a) Provide upfront and ongoing training and support to teachers on specific hardware, apps integration, blended lesson design, and assessment strategies as needed throughout the year.
- b) Ensure that teachers are knowledgeable of how to use, design lessons that blended strategies, and teach effectively using classroom technology.
- c) Provide upfront and ongoing training and support to teachers on Illuminate Education data management system.
- d) Establish protocols for procuring, delivering, and analyzing student assessment results for teachers and administrators, including strategies for providing intervention and additional supports for struggling students.

ACTUAL

1.02 Measure A funding used to enhance Technology infrastructure, purchase computing devices for all sites, safety cameras, purchase software programs for intervention programs, curriculum, and assessments.

The addition of one full time teachers on special assignment to serve as the district instructional technology leader/Digital Learning Coach at the elementary level. This person worked in partnership with the new Director of Technology who provided instructional technology support and leadership at the secondary level.

Collectively, these two staff members carried out the following roles and responsibilities:

- a) Provide upfront and ongoing training and support to teachers on specific hardware, apps integration, blended lesson design, and assessment strategies as needed throughout the year.
- b) Ensure that teachers are knowledgeable of how to use, design lessons that blended strategies, and teach effectively using classroom technology.
- c) Provide upfront and ongoing training and support to teachers on Illuminate Education data management system.
- d) Establish protocols for procuring, delivering, and analyzing student assessment results for teachers and administrators, including strategies for providing intervention and additional supports for struggling students.

Expenditures

BUDGETED

1.02(A) Purchase additional computing devices, equipment and update infrastructure, and security cameras

4000-4999: Books And Supplies Measure A Fund 21 \$165,230.

1.02(B) Purchase software programs, licenses, and digital curriculum to enhance instruction and intervention programs such as Math 180, Read 180, Scholastic Math Inventory, and Scholastic Reading Inventory. 4000-4999: Books And Supplies Measure A Fund 21 \$30,750.

1.02 (C) Two Teachers on Special Assignment: Educational technology and Assessment Data Analysis 1000-1999: Certificated Personnel Salaries General Fund \$216,000.

ESTIMATED ACTUAL

1.02(A) Purchase additional computing devices, equipment and update infrastructure, and security cameras

4000-4999: Books And Supplies Measure A Fund 21 \$136,984.11

1.02(B) Purchase software programs, licenses, and digital curriculum to enhance instruction and intervention programs such as Math 180, Read 180, Scholastic Math Inventory, Scholastic Reading Inventory hosting fees, HS Physics student online licenses, IREADY, license for School Dude, Illuminate Education, and Mystery Science online subscriptions for elementary schools. 4000-4999: Books And Supplies Measure A Fund 21 \$79,903.57

District Tech Ninjas at each site to support teachers with the use of educational technology 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$4,000.

1.02 (C) One Teacher on Special Assignment and a Director of Educational Technology (new position): Educational Technology and Assessment Data 1000-1999: Certificated Personnel Salaries General Fund \$211,000.

Action

3

Actions/Services

PLANNED

1.03 Math adoption materials aligned to Common Core State Standards grades 9-12.

1.03 (a) We will also be continuing to with a District math coach to support teachers with implementation of Common Core Math Standards and mathematical practices for grades 6-12 and reduce this position to a .2 (one section).

1.03 (b) Kate Gallaway, a math specialist, will provide a variety of strategies to support teachers and strengthen math instruction. This may include model lessons demonstrating best practices such as small groups, work with teachers on analyzing data and student work and provide both curriculum and Common Core support, specifically the eight mathematical practices. Kate Gallaway will be contracted to work one day a week throughout the school year. She will spend one half day at Robert Down and another half day at Forest Grove each week.

ACTUAL

1.03 The High school adopted Big Ideas Math materials aligned to Common Core State Standards grades 9-12.

1.03 (a) We did have a District math coach to support teachers with implementation of Common Core Math Standards and mathematical practices for grades 6-12 and reduce this position to a .2 (one section).

1.03 (b) We hired Kate Gallaway who did provide a variety of strategies to support teachers and strengthen math instruction. This did include model lessons demonstrating best practices such as small groups, work with teachers on analyzing data and student work and provide both curriculum and Common Core support, specifically the eight mathematical practices. Kate Gallaway divided her time in support of both elementary schools and worked with all grade levels with a special focus on 4th and 5th grades. Her hours were also increased by 48 hours to support middle school teachers as well for the remainder of the year.

Expenditures

BUDGETED

1.3 Purchase of Big Ideas for the high school math integrated pathways 1, 2, & 3 (2016/2017- 2024/2025 (8 year adoption) 4000-4999: Books And Supplies General Fund \$74,172.

District math coach to support teachers with implementation of Common Core Math Standards and mathematical practices: .2 FTE 1000-1999: Certificated Personnel Salaries General Fund \$20,000.

Contract for Kate Gallaway, Math Specialist) 5800: Professional/Consulting Services And Operating Expenditures General Fund \$15,720.

ESTIMATED ACTUAL

1.3 Purchase of Big Ideas for the high school math integrated pathways 1, 2, & 3 (2016/2017- 2024/2025 (8 year adoption) 4000-4999: Books And Supplies General Fund \$74,261.

District math coach to support teachers with implementation of Common Core Math Standards and mathematical practices: .2 FTE 1000-1999: Certificated Personnel Salaries General Fund \$20,000.

Contract for Kate Gallaway, Math Specialist) 5800: Professional/Consulting Services And Operating Expenditures General Fund \$18,600

Action

4

Actions/Services

PLANNED

1.04 Designated English Language Development teachers attend Network meeting offered by the Monterey County of Education. Grade level/department representatives attend professional development on integrated ELD instruction.

ACTUAL

The Monterey County Office of Education did not offer the network meetings as they did in 2015-2016 school year, therefore ELD teachers did not attend those network meetings. They did however attend Soluciones workshop and the follow up with Dr. Luis Cruz.

Expenditures

BUDGETED

1.04 (A) Substitute costs for Network meetings and Professional Development 1000-1999: Certificated Personnel Salaries Other \$1000.

1.04 (B) ELD Professional Development 5000-5999: Services And Other Operating Expenditures Other \$2000.

ESTIMATED ACTUAL

1.04 (A) Substitute costs for Professional Development 1000-1999: Certificated Personnel Salaries Other \$900.

1.04 (B) ELD Professional Development Soluciones 5000-5999: Services And Other Operating Expenditures Other \$3,345

Professional Development: Dr. Luiz Cruz 5000-5999: Services And Other Operating Expenditures General Fund \$727.

Action

5

Actions/Services

PLANNED

1.05 Next Generation Science Standards professional development for all elementary, middle and high school science teachers.

ACTUAL

1.05 Next Generation Science Standards professional development for all elementary, middle and high school science teachers.

Expenditures

BUDGETED

1.05 (A) Substitute costs for teacher collaboration to review, plan, and begin implementing Next Generation Science Standards (NGSS) 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$5000.

1.05 (B) Professional development attendance to NGSS workshops and conferences 5000-5999: Services And Other Operating Expenditures Education Effectiveness Funds \$5000

ESTIMATED ACTUAL

1.05 (A) Substitute costs for teacher collaboration to review, plan, and begin implementing Next Generation Science Standards (NGSS) 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$1,809.

1.05 (B) Professional development attendance to NGSS workshops and conferences 5000-5999: Services And Other Operating Expenditures Education Effectiveness Funds \$2,128.

Action

6

<p>Actions/Services</p>	<p>PLANNED 1.06 ELD teachers collaborate with general education teachers to differentiate instruction to ensure EL students access core programs</p>	<p>ACTUAL 1.06 ELD teachers collaborate with general education teachers to differentiate instruction to ensure EL students access core programs</p>
<p>Expenditures</p>	<p>BUDGETED 1.06 (a) Language review teams meet to discuss EL/RFEP students individual strengths and areas of growth, reclassification criteria, and designated supports for SBAC interim and summative tests 1000-1999: Certificated Personnel Salaries Other \$1500.</p>	<p>ESTIMATED ACTUAL 1.06 (a) Language review teams meet to discuss EL/RFEP students individual strengths and areas of growth, reclassification criteria, and designated supports for SBAC interim and summative tests 1000-1999: Certificated Personnel Salaries Other \$920.</p>
<p>Action</p>	<p>7</p>	
<p>Actions/Services</p>	<p>PLANNED 1.07 Support classes, response to intervention programs, and before/after school programs are designed to assist all under-performing students to include English Learners, low income pupils, foster youth, and special needs students with skill development and content understanding. Continuing with additional support classes added in 2015-16 to include Read 180 at the elementary, middle and high school along with Math 180 and math support classes at the middle and high school. Students' progress and growth will be monitored through the PLC process with attention to formative assessments embedded in the curriculum.</p>	<p>ACTUAL 1.07 Support classes, response to intervention programs, and before/after school programs were designed to assist all under-performing students to include English Learners, low income pupils, foster youth, and special needs students with skill development and content understanding. Continuing with additional support classes added in 2017-2018 to include Read 180 at the elementary, middle and high school along with Math 180 and math support classes at the middle and high school. We are also adding transition English and Math at the Middle School to support students with IEP's who are exiting Read and Math 180 Programs. Students' progress and growth were monitored through the PLC process with attention to formative assessments embedded in the curriculum.</p>
<p>Expenditures</p>	<p>BUDGETED 1.7(A) Total cost for teacher salaries at all sites projected (salary increases, step and column costs) 1000-1999: Certificated Personnel Salaries Supplemental \$443,437. 1.7 (B) Total cost for instructional aide salaries at all sites (salary increases, step and column costs) 2000-2999: Classified Personnel Salaries General Fund \$115,000.</p>	<p>ESTIMATED ACTUAL 1.7(A) Total cost for teacher salaries at all sites (salary increases, step and column costs) 1000-1999: Certificated Personnel Salaries Supplemental \$603,933.97 1.7 (A.1) Total cost for certificated benefits (salary increases, step and column costs) 3000-3999: Employee Benefits General Fund \$103,332.18 1.7 (B) Total cost for instructional aide salaries at all sites (salary increases, step and column costs) 2000-2999: Classified Personnel Salaries General Fund \$111,187.41 1.7 (B 2) Total cost for instructional aide salaries at all sites (salary increases, step and column costs) 3000-3999: Employee Benefits General Fund \$30,853.65</p>

Action 8

Actions/Services	PLANNED 1.08 Summer school program for general education, English learners, and special education students.	ACTUAL 1.08 Summer school program for general education, English learners, and special education students.
Expenditures	BUDGETED 1.08 Summer school program 1000-1999: Certificated Personnel Salaries General Fund \$67,000.	ESTIMATED ACTUAL 1.08 Summer school program 1000-1999: Certificated Personnel Salaries General Fund \$87,090.

Action 9

Actions/Services	PLANNED 1.09 English Language Arts adoption grades 3-5	ACTUAL 1.09 English Language Arts adoption grades 3-5
Expenditures	BUDGETED 1.09 (A)Elementary ELA/ELD 8 year adoption grades 3-5 print components 4000-4999: Books And Supplies General Fund \$98,740. 1.09 (B) Elementary ELA/ELD 8 year adoption grades 3-5 digital components 4000-4999: Books And Supplies Measure A Fund 21 \$29,610.	ESTIMATED ACTUAL 1.09 (A)Elementary ELA/ELD 8 year adoption grades 3-5 print components (added an additional 4th grade class set) 4000-4999: Books And Supplies General Fund \$106,308. 1.09 (B) Elementary ELA/ELD 8 year adoption grades 3-5 digital components 4000-4999: Books And Supplies Measure A Fund 21 \$29,610.

Action 10

Actions/Services	PLANNED 1.10 All student in Grades 2-12 take computer-based (online) assessments each trimester/semester as part of grade regularly scheduled assessment administration cycles.	ACTUAL 1.10 Students in grades 2-12 participated in computer-based (online) assessments at various times throughout the year. There were inconsistencies across each grade level regarding the frequency that this took place. The elementary level Digital Coach provided classroom support for teachers in their Efforts to Administer Online assessments during the school year. Director of Educational Technology facilitated online assessment implementation for teachers at the secondary level.
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL No cost

Action 11

Actions/Services	PLANNED 1.11 Each school site hosts a minimum of two "Parent Tech Help" nights focused on digital citizenship/literacy and end-user technology including student/parent portals, digital curriculum, applications and device use.	ACTUAL 1.11 Each school site hosted one "Parent Tech Help" night focused on digital citizenship/literacy and end-user technology including student/parent portals, digital curriculum, applications and device use. Next year we plan on two Tech nights per site.
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	BUDGETED No Cost	ESTIMATED ACTUAL No cost
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall implementation of intended actions was a success this year. We were able to continue to support the work of Professional Learning Communities(PLC) to identify the process of how best to address student's individual learning and social/emotional needs. Dr. Bonnie McGrath supported our ILT teams through professional development on the process of PLC work.

We were able to complete the purchase of standards aligned instructional materials with the English Language Arts adoption of Benchmark Advance for grades 3-5 and the high school math adoption Big Ideas for grades 9-12. Our professional development opportunities for our Science departments was also successful as they design and plan units of study aligned to the Next Generation Science Standards.

The work with Kate Gallaway to support mathematics instruction in elementary and middle school was well recieved as teachers embedded number talks to build number sense in both elementary and middle school.

Additionally, our intervention supports and the elementary level and support classes offered at Middle and High school continue to focus on students of greatest need to close the achievement gap. In the area of professional development to support our English learners, English language development teachers, our instructional coach, and administrators were able to attend the Soluciones Workshop and a follow up session with Dr. Luiz Cruz.

Two new district level positions, Elementary Digital Coach and Director of Technology were added to assist our teachers and support staff with the implementation of educational technology district wide. The Digital Coach position supported elementary teachers on using technology to enhance instruction and learning as well as delivered digital citizenship lessons in elementary classrooms at both Robert Down and Forest Grove. According to the Bryte Bites Survey results in the spring, we are making steady progress in understanding and using technology more effectively towards improving teaching and learning outcomes district wide

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

Overall our district did very well in meeting the 8 state priorities and our goals districtwide. Our Smarter Balanced Assessments for 2015-2016 indicated High (Green) scores in Math at 8.4points above meeting standard in grades 3-8 and High in English language arts at 38.1 points above meeting standard. We have low suspension rates, high graduation rates and 11th grade students who scored very well in the EAP on Smarter balanced with improvements in math to 70% meeting or exceeding standard and 88% meeting or exceeding standard in English language arts. Our students are graduating high school and prepared for college or careers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional costs associated with facilities management and school security software were incurred during 16/17 in addition to a new physics online curriculum for the high school, Mystery Science online subscription for both elementary schools. These additional unanticipated expenses amounted to \$50,000. Our anticipated costs for computers and other hardware was less than anticipated by \$28,245. We also increased the hours for the math coach, Kate Gallaway, to support middle school math teachers in addition to her hours previously allotted for the elementary grades. Summer school costs exceeded projected costs due to the addition of special education classes offered. We expect these increased costs to be reflected for summer school in 2016-2017.

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

This goal will now become a part of the base program goal for the 2017-2018 school year as part of our Goal 1 as the base program for the entire district.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

2. All students have access to a broad course of study ensuring college and career readiness upon High School graduation.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

80% of high school students are on track to fulfill A to G course requirements upon graduation or Career Pathways requirements. Goal for 2016-17 is to increase enrollment to 4 year colleges to 50% . 80% of Special Education students are enrolled in a 2 or 4 year college or attending a technical school.

ACTUAL

2015-16 PGHS a-g completion was 66%. In 2016-2017 estimates are CSU Eligibility: 108/141 = 77% and UC Eligibility: 102/141 = 72%. 84% of the class of 2017 will have completed either UC a-g requirements or finished a CTE pathway. We are still awaiting final counts for enrollment to 4 year colleges for 2016-2017.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

2.1 Establish 2 CTE career pathways and establish partnerships with local business for student internships at least in the sports medicine class.

- (a) Add second section for Sports Med.
- Inaugural PGUSD CTE Plan to be presented to PGUSD Board in November 2016. Classroom posters to advertise

ACTUAL

2.1 - Five total CTE pathways were created: Art/Photo, Networking, Software Design, Patient Care, and Culinary Arts.

(a) - Second section of sports med added for 2016-17. In 2017-18 courses changed from Sports Med focus to Therapeutic Services and Healthcare Occupations.

pathways, certificates of training/achievement, and post graduation opportunities at local JC, CSU, and UC campuses

- CTE Incentive Grant to provide \$126,894 funding for 2016-17
- (b) PGHS will provide Career Tech Student Organization(s) (CTSO) to support CTE student leadership opportunities:
 - * Perkins (Federal Grant) sponsored - Info.
 - * Career Technical Student Organizations: SkillsUSA (All Sectors), Culinary/Hospitality: FHA-HERO
 - * CyberPatriots
 - * FIRST Robotics Competition (FRC)
 - * National Art Society (NAS)
 - * Spring Visual and Performing Arts (VAPA) Week, and Collaboration of the Arts night.
- (c) Continue articulation with MPC and between PGHS/PGMS to create CTE pathways for 2017-18 roll out. Re-name and re-code existing CTE courses and re-submit to UC Doorways for a-g approval
- (d) Add Naviance College and Career Readiness curriculum. PGHS College and Career (C & C) counselor to meet with all CTE and PGCHS students twice per month to monitor use of program and implement lessons. In addition, C & C counselor to provide Naviance parent tutorial night.
- (d) Other associated CTEIG costs to be determined fall 2016
- (e) PGUSD Cohort to attend 2017 Linked Learning Convention in Oakland, CA or other CTE related professional development
- (e) Send at least one team to University of CA Curriculum Integration (UCCI) training or host training within district

- Pathway Board presentation conducted in November 2016. Advertising posters were not completed, but will be produced for 2017-18.

- CTEIG increased to \$158,731 in fall 2016.

(b) SkillsUSA adopted as PGUSD official CTSO; however, PGHS also supported FIRST Robotics and CyberPatriot as CTE after school programs for students. When determining stipends and, after scrutinizing the PGTA Contract, it was determined to provide CTSO Advisor opportunities at two levels based on time commitment from employees: \$4,749 and \$2,610. Both reflected pay equivalent to other union-approved positions: yearbook adviser and musical production adviser. Not all CTE instructors applied for this stipend, but other teachers were eligible to earn a CTSO stipend.

(c) Articulations continued with for all PGHS CTE courses. PGMS did not adopt any CTE courses due to lack of instructor credentialing. All PGHS CTE courses have been re-named and re-coded for CALPADS and PGHS course catalog. Articulation stipends, much like the CTSO stipends, were based on PGTA union contract: \$2,610. Each CTE instructor was awarded this stipend.

(d) PGHS did not add the Naviance College and Career Curriculum since it was determined a Non-allowable expense by the state through CTEIG; however, all 9th, 11th, and 12th graders were exposed to its use through the English and history courses. A Naviance parent night did not occur. New head counselor plans to attend Naviance Summer professional development in 2017.

(e) PGUSD cohort attended Link Learning in February 2017: PGUSD Curriculum Director, PGHS Assistant Principal, CTE Culinary teacher, CTE Art, and College and Career Adviser attended. This budget was reduced to help cover costs for CTSO and Articulation stipends.

- Professional Development with UCCI did not occur.

- (e) Other associated CTEIG field trips, prof. dev. and travel To be determined throughout school year
- PGUSD admin to work with other Monterey Peninsula districts to host LaunchPath information sessions in order to create mentoring and internships database
- PGHS CTE and CTSO students provide mentoring to PGMS and elementary CTE/STEAM programs
- Relocate CTE computer lab to larger room to accommodate for CISCO Academy networking needs/space
- Update PGHS website with CTE page, including all CTSO groups, meeting days/times, and competition opportunities, if available.

- CTE Field trips included Sports Med Oakland Raider training center, Computers Tech Museum, and Photo Carmel Highlands/Big Sur photo Shoot.
- Launchpath information sessions did not occur with surrounding districts nor at PGUSD. A new internship online program was developed for students in Monterey: Monterey Bay Internships - mbinterns.org
- Some PGHS robotics students mentored the middle school CTSO program.
- Computer classroom was relocated to N-1, original role of several ROP programs on campus and next to the current Robotics team room. Both programs are sharing the facility and helping each other with building the new CTE pathway.
- A new CTE web page was not developed during 2016-17, but will be completed for 2017-18.
- Indirect costs increased due to state re-allocation of CTEIG funding.

Expenditures

BUDGETED

2.1 (a) establish Sports Medicine II class 1000-1999: Certificated Personnel Salaries General Fund \$20,000.

2.1 (b) CTSO Advisory Stipends 1000-1999: Certificated Personnel Salaries Other \$3,000

2.1 (c) CTE Articulation Stipends 1000-1999: Certificated Personnel Salaries Other \$2,500

2.1 (d) CTE Incentive Grant Classroom Supplies 4000-4999: Books And Supplies Other \$65,199

2.1 (e) CTE Incentive Grant Prof Dev., Travel, Field Trips, and Contracts 5800: Professional/Consulting Services And Operating Expenditures Other \$33,750

2.1 CTE Incentive Grant Indirect Costs 7000-7439: Other Outgo Other \$6,345

ESTIMATED ACTUAL

2.1 (a) Sports Medicine II class 1000-1999: Certificated Personnel Salaries General Fund \$19,975.59

2.1 (b) CTSO Advisory Stipends 1000-1999: Certificated Personnel Salaries Other \$24,991

2.1 (c) CTE Articulation Stipends 1000-1999: Certificated Personnel Salaries Other \$15, 095

2.1 (d) CTE Incentive Grant Classroom Supplies 4000-4999: Books And Supplies Other \$75,000

2.1 (e) CTE Incentive Grant Prof Dev., Travel, Field Trips, and Contracts 5800: Professional/Consulting Services And Operating Expenditures Other \$13,195

2.1 CTE Incentive Grant Indirect Costs 7000-7439: Other Outgo Other \$7,207

Action

2

Actions/Services

PLANNED

2.2 Increase student participation in honors Advanced Placement courses and maintain high level of AP choices.

- meet with AP instructors and counselors to review numbers of students, review success rates, and review and revise process for students entering AP classes.

ACTUAL

PGHS honors and AP student participation increased from 2015-16 from 229 to 282. AP Computer Science A was added during 2016-17.

- Administration and Counseling re-evaluated all course prerequisites and determined that all course descriptions would include "or by teacher recommendation" to help with 2017-18 master scheduling and to further increase honors/AP enrollments with open-access, especially with 9th grade English honors and AP Human Geography.

Expenditures

BUDGETED

2.2 Send teachers to AP training 5000-5999: Services And Other Operating Expenditures General Fund \$2000.

ESTIMATED ACTUAL

2.2 Send teachers to AP training 5000-5999: Services And Other Operating Expenditures General Fund \$840.00

Action

3

Actions/Services

PLANNED

2.3 Continue articulation with Monterey Peninsula College to better prepare students and understand post secondary education. Collaboration to add Career Tech Education classes.

ACTUAL

All CTE courses were articulated with MPC for 2016-17. Dual Enrollment to begin for IT Essentials and Networking for 2017-18.

Expenditures

BUDGETED

2.3 No additional cost

ESTIMATED ACTUAL

2.3 No additional cost

Action

4

Actions/Services

PLANNED

2.4 Intervention supports for all students who are struggling

A) Establish a math support class after school that is focused, short in duration and mandatory. This course will have a certificated instructor as well as a classified aid. Dedicate one collaboration meeting a month toward collection of data and discussion of students who are struggling both academically as well as social and emotionally.

B) Refine current Math Fundamentals class to better identify and motivate students with low motivation.

ACTUAL

2.4 Intervention supports for all students who are struggling

A) A math support class after school that is focused, short in duration and mandatory was created. This course has a certificated instructor as well as a classified aid and a second certificated instructor who alternate days in which they are in the class. Collaboration occurred almost weekly dedicated toward collection of data and discussion of students who are struggling both academically as well as social and emotionally.

Counselors and administrators generate PowerSchool Low Grade Reports (Ds and Fs) every two weeks to determine individuals that need interventions: SST/Parent intervention meetings, mandatory after school tutoring, and/or enrollment in support classes.

Meet bi-weekly to analyze data and set goals for students and staff: intervention meetings with parents, students, and staff; PLC meetings with student intervention focus; monitoring staff grade inputs that may initiate contacts to update grade books; and also monitoring interim assessments (SBAC, Illuminate, Math 180, etc.) that students in English, Math, and support classes need to be taking for data analysis for intervention decisions.

B) Math Fundamentals adopted the use of Math 180 as well as Big Ideas to assess and prepare students for success in Integrated Math I to better identify and motivate students with low motivation.

An additional course was added for students who failed IM1 and IM2 that utilizes the same software as well as individual instruction and credit recover to catch the students up with their peers.

Counselors and administrators generated PowerSchool Low Grade Reports (Ds and Fs) twice for each grading period (eight total) to determine individuals that need interventions: SST/Parent intervention meetings, mandatory after school tutoring, and/or enrollment in support classes. Counselors used the eighth progress report to determine interventions for underclassmen for the following year. Next steps are creating data for the Low Grade Reports to determine trends in departments, grade levels, gender, and/or special populations.

Expenditures

BUDGETED

2.4 (a) math support class 8th period 1000-1999: Certificated Personnel Salaries General Fund \$20000
2.4 (b) AVID Tutors for middle and high school 2000-2999: Classified Personnel Salaries Other \$16,000.
2.4 (c) High school: one section of Math Fundamentals 1000-1999: Certificated Personnel Salaries General Fund \$20,000.
2.4 (d) Instructional aide for math support class 8th period 2000-2999: Classified Personnel Salaries General Fund \$20,000.
2.4 (e) Middle school:4 sections of math support (Math 180) 1000-1999: Certificated Personnel Salaries General Fund \$80,000.

ESTIMATED ACTUAL

2.4 (a) math support class 8th period 1000-1999: Certificated Personnel Salaries General Fund \$20,520.60
2.4 (b) AVID Tutors for middle and high school 2000-2999: Classified Personnel Salaries Other \$9,933.51
2.4 (c) High school: one section of Math Fundamentals 1000-1999: Certificated Personnel Salaries General Fund \$24,903.30
2.4 (d) Instructional aide for math support class 8th period 2000-2999: Classified Personnel Salaries General Fund \$1,080.00
2.4 (e) Middle school:4 sections of math support (Math 180) 1000-1999: Certificated Personnel Salaries General Fund \$81,458.

Action

5

Actions/Services

PLANNED

2.5 Analyze A to G participation to increase graduates meeting UC/CSU requirements

ACTUAL

2.5 Students on track to complete A to G requirements was analyzed to increase graduates meeting UC/CSU requirements. Students not taking a 3rd year of math and/or a 2nd year of world language, and/or earning a D in an A-G

Expenditures

BUDGETED

2.5 (a) No additional cost

course were primary barriers. Efforts to reduce/eliminate these barriers were discussed and will be implemented over the next several years.

ESTIMATED ACTUAL

No cost.

Action

6

Actions/Services

PLANNED

2.6 Maintain three sections of AVID: 1 at the high school and 1 section at the middle school and one section for the AVID District Director.

Middle school and high school Avid teams will explore implementing AVID methodologies to address student needs for organization and thinking strategies school wide.

ACTUAL

2.6 Maintain three sections of AVID: 1 at the high school and 1 section at the middle school and one section for the AVID District Director.

The high school Avid team, ILT, and faculty implemented AVID methodologies addressing student needs for organization, study skills and thinking strategies for all 9th grade students.

Expenditures

BUDGETED

2.6 (a) Cost of AVID sections at the middle and high school 1000-1999: Certificated Personnel Salaries General Fund \$65,000.

2.6 (b) AVID membership fees plus AVID Weekly 4000-4999: Books And Supplies General Fund \$8188.

ESTIMATED ACTUAL

2.6 (a) Cost of AVID sections at the middle and high school 1000-1999: Certificated Personnel Salaries General Fund \$71,910.

2.6 (b) AVID membership fees plus AVID Weekly 4000-4999: Books And Supplies General Fund \$8188

Action

7

Actions/Services

PLANNED

2.7 Add AP Computer Science (CS) elective offered at PGHS (AP) consisting of computer language-based programming curriculum (e.g. html, Java, C, K, Python, etc.), apps development, line and object-based coding, and 3-D printing centered around project-based learning.

ACTUAL

AP Computer Science A was added for 2016-17. PGUSD Board purchased laptops through Measure A funds.

Expenditures

BUDGETED

AP Computer Science Curriculum 4000-4999: Books And Supplies General Fund \$5834.

1 new section of AP Computer Science 1000-1999: Certificated Personnel Salaries General Fund \$20,000.

ESTIMATED ACTUAL

AP Computer Science Curriculum 4000-4999: Books And Supplies General Fund \$5,834.

1 new section of AP Computer Science 1000-1999: Certificated Personnel Salaries General Fund \$17,533.67

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

First, Goal 2 established increase in course offerings, especially in electives/CTE, along with student leadership organizations Like Skills USA , CyberPatriot, and FIRST Robotics. Sports Medicine provided internships for all students in the added section as well as provided team athletic trainers for PGHS sports. A broader focus for the Patient Care pathway created a "pre" pre-med program with Therapeutic Services and Healthcare Occupations being added as well as Dual Enrollment discussions with MPC for a third, Capstone-level course for 2018-19. Second, the CTE Incentive Grant second round of funding was approved by the CDE with a \$106,720 award, which will continue the building of solid CTE pathways with certification and internship opportunities for students.

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

Projections for the class of 2017 indicate 84% of seniors will graduate with UC a-g/CTE pathway requirements being met; this cohort also increased SBA ELA by 5% and SBA Math by 13%.

Enrollment increased for our CTE courses so much so that looking ahead to the new CA College/Career Indicator for prepared graduates will be further supported through Goal 2 with additional UC fine art courses in Photo and Culinary, which also was UC approved for a "g" course in the pathway. AP Computer Principles was also added to the Software Design pathway and Dual Enrollment with Monterey Peninsula College will be approved by the PGUSD Board of Education at the board meeting on May 25 2017.

Our Math Department's focus on the PLC process led to the Gold Ribbon Award recognition for PGHS. All Integrated Math 1 students have the opportunity to re-take assessments after visiting tutorial sessions in the Math Support program. Due to the success of the program, Integrated Math 2 students were also provided the opportunity to re-take assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Six budgets in Goal 2 had major discrepancies between budgeted and actual spending. First, CTE CTSO and Articulation stipends were determined during the fall to match similar positions according to the certificated union contract. More staff applied than planned, but the CTE Incentive Grant was able to cover costs. Also, CTE field trip, travel, and conference spending did not match the budget for 2016-17, but will be carried over with the CTE Incentive Grant. Third, fewer AVID tutors applied for positions than expected which accounts for the decrease in spending. In addition, the budget for the Math after school aide for tutoring was over budget since the hired staff only came two days per week for the majority of the year. Lastly, AVID section costs at PGHS and PGMS cost \$15,000 less than expected due to column and step locations for AVID teachers.

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

This goal is now reflected in goal 1 for LCAP 2017-2018 school year as part of our base program. Student target groups will be the focus for goals 2 and 3 ensuring higher representations in both CTE pathways and A to G completion with additional supports through counseling and academic supports offered throughout the year in English Language arts and math.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Response to student and parent input will motivate students towards taking ownership of learning, thereby increasing autonomy, mastery, and purpose for being a 21st Century Student. An increase of parent and student feedback is represented in the site goals. Increase parent participation in surveys by 20% (367)

ACTUAL

Response to student and parent input feedback was represented in the site goals as well as district goals. According to the California Healthy Kids survey 2016-2017, 92% of students said they feel connected, 82% are academically motivated, 91% feel there are caring adults at school. Our parent participation in the LCAP survey increased by 47%. This year we had 449 respondents and 306 in 2015-2016. Sites also survey parents and students regarding specific issues to gather parent input at the sites. We also surveyed parents of our English Learners and 90% indicated positive comments regarding the English learner supports, how they feel included in the school community and welcomed by the office staff.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED

3.1 Annual Parent Survey on 8 state priorities Wested will provide the district with information regarding parent input on the following categories: Student Supports :Learning Environment and Supports and Parent Supports.

ACTUAL

3.1 Annual Parent Survey on 8 state priorities Wested was administered in February 2017 for two weeks online and paper/pencil at the sites. This year we had 143 more respondents than last year. Principals sent out reminder

Expenditures	<p>BUDGETED 3.1 WESTED Parent Survey 5000-5999: Services And Other Operating Expenditures General Fund \$105..</p>	<p>messages to parents and this helped to get more surveys completed. The survey provided the district with information regarding parent input on the following categories: Student Supports :Learning Environment and Supports and Parent Supports.</p> <p>ESTIMATED ACTUAL 3.1 WESTED Parent Survey 5000-5999: Services And Other Operating Expenditures General Fund \$331.50</p>
<p>Action</p> <p>2</p> <p>Actions/Services</p>	<p>PLANNED 3.2 Student surveys and focus groups will provide direction and guidance towards the implementation of site specific goals.</p>	<p>ACTUAL 3.2 Student surveys and focus groups were convened this year to gether input and provide direction regarding current homework policies. Several stakeholder meetings were held at each of the sites that included parents, teachers, and students. These meetings provided valuable input for each site in updating their current homework policies in the site handbooks for 2017-2018 school year.</p>
Expenditures	<p>BUDGETED 3.2 (a) No additional cost for focus groups at sites and other student/parent surveys 3.2 (b) California Healthy Kids Survey grades 7,9, &11 5000-5999: Services And Other Operating Expenditures Other \$180.</p>	<p>ESTIMATED ACTUAL 3.2 (a) No additional cost for focus groups at sites and other student/parent surveys 3.2 (b) California Healthy Kids Survey grades 7,9, &11 5000-5999: Services And Other Operating Expenditures Other \$368.50</p>
<p>Action</p> <p>3</p> <p>Actions/Services</p>	<p>PLANNED 3.3 Home to school messaging system with one that has more features such as translations to multiple languages in order to improve school to home communications.</p>	<p>ACTUAL 3.3 Home to school messaging system with one that has more features such as translations to multiple languages in order to improve school to home communications. All messages to parents will be sent in the language indicated as a preference for written communications.</p>
Expenditures	<p>BUDGETED 3.3 School Messaging System (paid for a 3 year contract in January 2015)</p>	<p>ESTIMATED ACTUAL 3.3 School Messaging System (paid for a 3 year contract in January 2015)</p>
<p>Action</p> <p>4</p> <p>Actions/Services</p>	<p>PLANNED 3.4 REMIND: Text based system for sites to communicate with parents regarding site specific events and from the District to communicate with parents only for emergency purposes.</p>	<p>ACTUAL 3.4 REMIND: Text based system for sites to communicate with parents regarding site specific events and from the</p>

Expenditures		District to communicate with parents only for emergency purposes.
	BUDGETED 3.4 No cost	ESTIMATED ACTUAL 3.4 No cost
Action	5	
Actions/Services	PLANNED 3.5 Increase parental involvement for Hispanic families with translation services for written communications Send an invitation to English learner families for all high school related meetings such as coffee with the principal and college information nights. Offer translation services if needed.	ACTUAL Our district website is now able to be translated into multiple languages. Translation services are always offered for parent conferences and any time a parent requests one. Sending invitations to English learner families separately in Spanish from other families did not take place this year. We intend to do this in 2017-2019 and ensure that translation services are offered for college information meetings.
	BUDGETED 3.5 Translation Services 5000-5999: Services And Other Operating Expenditures Other \$3000	ESTIMATED ACTUAL 3.5 Translation Services 5000-5999: Services And Other Operating Expenditures General Fund \$954.
Expenditures		
Action	6	
Actions/Services	PLANNED 3.6 Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.	ACTUAL 3.6 Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.
	BUDGETED 3.6 (a) Teacher for Parent Education Class 1000-1999: Certificated Personnel Salaries Other \$5,400. 3.6 (b) Baby sitting offered through BASRP 2000-2999: Classified Personnel Salaries Other \$4,400.	ESTIMATED ACTUAL 3.6 (a) Teacher for Parent Education Class 1000-1999: Certificated Personnel Salaries Other \$1,891. 3.6 (b) Baby sitting offered through BASRP 2000-2999: Classified Personnel Salaries Other \$700.
Expenditures		
Action	7	
Actions/Services	PLANNED 3.7 Each school site hosts a minimum of two "Parent Tech Help" nights focused on digital citizenship/literacy and end-user technology including student/parent portals, digital curriculum, applications and device use.	ACTUAL 3.7 Each school site was able to offer one "Parent Tech Help" night focused on digital citizenship/literacy and end-user technology including student/parent portals, digital curriculum, applications and device use. We also offered a guest speaker, Josh Ochs, who spoke to parents on online

Expenditures

BUDGETED

Materials and Training Resources 4000-4999: Books And Supplies General Fund \$1000.

digital safety at the middle school. The intended audience was middle and high school parents.

ESTIMATED ACTUAL

Josh Ochs speaker 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4000.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We are very pleased with the overall implementation of our actions to involve parents and students in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas. District wide parents were surveyed regarding the programs and the climate at the sites that enhance student learning. Communication systems via text and email keep parents up to date regarding important events at the sites. We also have multiple opportunities at the sites to gather student input via focus groups and student surveys.

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

We feel that our actions to keep our parents and students involved in the decision making process at the sites is successful. We also realize that parents are more involved if there is a specific issue that needs to be discussed such as the homework policy at the sites. We had several parents come to board meetings for public discussion regarding the current homework policy. As a result of stakeholder input, we were able to revise and update the homework site plans to reflect current research based practice and its impact on student learning according to grade spans. All general meetings such as back to school night, parent conferences, awards ceremonies, music and theatre productions, sporting events, site level parent meetings, and open houses are all well attended with high levels of parent participation. Our parent education class offered at Forest Grove was also very successful and will continue next year in 2017-2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year we budgeted for more translation services than we actually used. Due to stakeholder input in addressing issues of cyber safety we decided to contract with Josh Ochs, a professional consultant, who travels through out the country presenting to parents and building awareness on cyber safety and a student's digital footprint on social media and its positive and negative impact for future college and career opportunities.

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

This goal is going to be identified in the base program goal 1 for the 2017-2018 LCAP as we continue to build our instructional program and create positive and safe learning environment where students can focus on learning.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

4. All students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All Students are safe emotionally in an environment of support for social and academic development with continued opportunities for student voices in areas supporting students well being. Improve 2015-2016 student responses to pertinent questions on California Healthy Kids Survey by 10%. Will also use other student surveys at each site to measure school connectedness and safety.

ACTUAL

According to the California Healthy Kids survey 2016-2017, 81 % of students felt safe at school, 92% of students said they feel connected, 82% are academically motivated, 91% feel there are caring adults at school. Areas of concern were students who said they felt sadness or hopeless feelings: 7th grade 24%, 9th grade 26%, 11th grade 37% and students who said they considered suicide: 9th grade 10% and 11th grade 12%.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

4.1 Continue to enhance programs and activities that promote positive values, student connectedness and a bully-free environment with site specific programs

- District Wide Professional Development: Restorative Justice plus certificated and classified costs

ACTUAL

The District Wide Professional Development: Restorative Justice did not take place due to the expense of implementing this program. We will continue to provide professional development with other offerings to promote mental health first aide and response to suicide awareness and prevention in 2017-2018.

- High School DOD Safe School Assembly and Activities

- High School DOD Safe School Assembly and Activities Distracted Driving
- District Wide Multi Agency Emergency Response Simulation
- Emergency Supplies to sites
- Site Safety Plans written and submitted to MCOE
- Site Safe School Protocols Practice and Review Secure Campus and Hostile Intruder
- CSJOA, and California Safe School Annual Conference 2016 Carmel CA
- Material and Supplies for Safe School Meetings and Training
- Update district wide surveillance system

Distracted Driving

- Emergency Supplies to sites
- Site Safety Plans written and submitted to MCOE
- Site Safe School Protocols Practice and Review Secure Campus and Hostile Intruder
- CSJOA, and California Safe School Annual Conference 2016
- Material and Supplies for Safe School Meetings and Training
- Update district wide surveillance system
- Purchased safety radios for district office and site administration
- Purchased Big Five Immediate Response to Crisis --- Intervention Posters for all district sites
- Emergency Lockdown/Barricade supplies for district office
- Updated site Alarm Systems
- Updated site surveillance systems
- Active Shooter/A.L.I.C.E training district wide

BUDGETED

4.1 Total program costs for all sites 5000-5999: Services And Other Operating Expenditures General Fund 10,500.00

ESTIMATED ACTUAL

4.1 Total program costs for all sites 5000-5999: Services And Other Operating Expenditures General Fund \$15,089.25

Expenditures

Action

2

Actions/Services

PLANNED

4.2 Contract with the City Of Pacific Grove and Pacific Grove USD for a School Resource Officer to provide specialized police service to the District and all Schools:

1. To enhance a safe learning environment by helping reduce school violence, drug abuse, and protect against intruders on school campus.
2. Improve school-law enforcement collaboration
3. Improve perception and relations between students, school staff, parents, and law enforcement officials.

ACTUAL

4.2 Contract with the City Of Pacific Grove and Pacific Grove USD for a School Resource Officer to provide specialized police service to the District and all Schools:

1. To enhance a safe learning environment by helping reduce school violence, drug abuse, and protect against intruders on school campus.
2. Improve school-law enforcement collaboration
3. Improve perception and relations between students, school staff, parents, and law enforcement officials.

Expenditures	BUDGETED 4.2 School Resource Officer 7000-7439: Other Outgo General Fund \$61,400.	ESTIMATED ACTUAL School Resource Officer 7000-7439: Other Outgo General Fund \$61,402
Action	3	
Actions/Services	PLANNED 4.3 Analyze results of California Healthy Kids Survey 2015-2016 Supports for Learning and Student Academic Engagement.	ACTUAL California Healthy Kids Survey results was presented to the school board and community on April 6, 2017.
Expenditures	BUDGETED 4.3 No additional cost	ESTIMATED ACTUAL no cost
Action	4	
Actions/Services	PLANNED 4.4 All students in Grades 1, 3, 5, 7, 9, and 11 receive targeted instruction (lessons) focused on digital citizenship at a minimum of two times each year.	ACTUAL All students were delivered digital citizenship lessons in grades 1, 3, 5, and 7 using Common Sense Media (open source DC curriculum) twice this school year. Students in grades 9 and 11 participated in digital citizenship lessons through their academic academy.
Expenditures	BUDGETED 4.4 Digital Citizenship Curriculum 4000-4999: Books And Supplies Measure A Fund 21 \$5000.	ESTIMATED ACTUAL no cost: the curriculum was free from Common Sense Media
Action	5	
Actions/Services	PLANNED 4.5 Each school hosts at least one student assembly each year dedicated to digital citizenship that includes relevant follow-up classroom based learning activities that address responsible use of social media and sustaining a positive digital reputation.	ACTUAL Pacific Grove Middle School and Pacific Grove High School hosted a digital citizenship assembly for students, parents and community members on November 1, 2016.
Expenditures	BUDGETED 4.5 Contract services for outside vendor 5800: Professional/Consulting Services And Operating Expenditures General Fund \$5000.	ESTIMATED ACTUAL 4.5 Contract services for outside vendor 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4,000.
Action	6	
Actions/Services	PLANNED 4.6 Classified Salaries for Campus Supervisors	ACTUAL

Expenditures	BUDGETED 4.6 High School Campus Supervisors 2000-2999: Classified Personnel Salaries General Fund \$73,133.	Classified Salaries for Campus Supervisors, and 19 noon supervisors district wide
		ESTIMATED ACTUAL 4.6 High School Campus Supervisors 2000-2999: Classified Personnel Salaries General Fund \$217,304.39
Action	7	
Actions/Services	PLANNED 4.7 District Wide Family Notification System: REMIND	ACTUAL Each site uses the Remind Family Notification system to alert families of safety issues that arise in the district.
	BUDGETED no cost	ESTIMATED ACTUAL no cost
Expenditures		
Action	8	
Actions/Services	PLANNED 4.8 Contract for Services with Wonder Woofs Narcotic Dogs	ACTUAL District-wide site visitations by Wonder Woofs Narcotic Dog Services.
	BUDGETED 4.8 Wonder Woofs 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4000.	ESTIMATED ACTUAL 4.8 Wonder Woofs 5800: Professional/Consulting Services And Operating Expenditures General Fund \$3,000
Expenditures		
Action	9	
Actions/Services	PLANNED 4.9 Replacement Uniforms for Campus Supervisors and District Custodial Staff	ACTUAL Replacement Uniforms for Campus Supervisors and District Custodial Staff
	BUDGETED 4.9 Uniform Replacements for safety staff 4000-4999: Books And Supplies General Fund 2,263.64	ESTIMATED ACTUAL 4000-4999: Books And Supplies General Fund \$3,258.69
Expenditures		
Action	10	
Actions/Services	PLANNED 5.0 Impact of Social Media on Schools and Community District-wide Training	ACTUAL We did not present this training this year
	BUDGETED 5.0 Impact on Social Media district wide Safe School Training Training was added in support of identified need 5800: Professional/Consulting Services And Operating Expenditures General Fund 2,264.00	ESTIMATED ACTUAL
Expenditures		

Action 11

Actions/Services	PLANNED 5.1 Community Human Services Contract	ACTUAL Community and Human Services Contract
	BUDGETED 5.1 Contract for Services 5800: Professional/Consulting Services And Operating Expenditures General Fund \$5205.	ESTIMATED ACTUAL Contract for Services 5800: Professional/Consulting Services And Operating Expenditures General Fund \$13,255
Expenditures		

Action 12

Actions/Services	PLANNED 5.2: Each school site provides periodic student and parent information specifically on internet safety, media literacy, and digital citizenship as part of their regular (existing) forms of communication (e.g. newsletters, Connect-Ed. messaging, Remind, etc.).	ACTUAL Each school site provided periodic student and parent information specifically on internet safety, media literacy, and digital citizenship as part of their regular (existing) forms of communication (e.g. newsletters, Connect-Ed. messaging, Remind, etc.).
	BUDGETED No additional cost	ESTIMATED ACTUAL No additional cost
Expenditures		

Action 13

Actions/Services	PLANNED 5.3 Director of Safety Salary	ACTUAL Director of Safety Salary
	BUDGETED 5.3 Director of Safety Salary 1000-1999: Certificated Personnel Salaries General Fund \$29,602.	ESTIMATED ACTUAL 5.3 Director of Safety Salary 1000-1999: Certificated Personnel Salaries General Fund \$31,060.80
Expenditures		

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We overwhelmingly stuck to our plan to ensure our students had a safe, secure and clean school that provided an environment of respect where students can comfortably focus on learning. Based on a needs assessment for safety materials and supplies, we discovered there is a need to replace and purchase new materials for each school site in the district. Considering how large of an expenditure this will be, we made the decision to incrementally implement these needs over a period of time. As evidenced in action item #11, we increased our safety allocation for the communities human services contract. It is our plan to continue professional development for our staff in the identification of at-risk students. As noted in the first action, we were unable to provide the professional development on Restorative Justice due to the cost of the program. We will continue to provide professional development with other offerings to promote mental health first aide and response to suicide awareness and prevention in 2017-2018.

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

Based on our outcomes for Goal 4 Actions:

We trained our staff and students in the Big 5 Emergency Response to Crisis protocols. We will continue our training and update our safe school plans as needed. In addition, we will continue to do our site needs assessment in an effort to keep our emergency supplies up to date. We will continue to provide professional development to staff in the identification of and services provided to our at-risk student population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In the entire scope of Goal 4, we allocated \$198,367.64 dollars towards meeting our goal that all students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning. However, we spent \$217,304.39 in meeting this goal, going over our initial allocation by \$18,936.75. In Action 1, expenditures increased because of the need to upgrade district radios and purchase and update emergency supplies. In Action 6, we increased the allocation to cover the cost of three noon supervisors not included in the original budget.

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

As a result of the implementation and expenditures to our district wide safe school goal, we intend to continue our focus on providing safe, secure, and clean schools where students can comfortably focus on learning. In response to areas of concern identified in the California Healthy Kids Survey, we will train our staff in the areas of mental health first aid and response to suicide awareness and prevention for at-risk students. This will be part of our base program in goal 1 for LCAP 2017-2018.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5	5. All staff are highly qualified with respect to credentials, training and experience to effectively teach all courses, programs, and all learners, including English Learners.																
	State and/or Local Priorities Addressed by this goal:																
	STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
	COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
	LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All Students have teachers who are highly qualified to teach in their subject areas along with instructional practices where students demonstrate 21st century skills: collaboration, communication, creativity, and critical thinking.

ACTUAL

All students were taught by fully credentialed, highly qualified teachers assigned to their appropriately credentialed subject area

ACTIONS / SERVICES

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

Action 1	PLANNED	ACTUAL
	<p>5.1 Annually credentials and assignments are monitored. Positions are advertised with the appropriate credential required for the position. Teachers are only assigned to teach classes within their credential authorization.</p> <p>Hire only the most qualified candidate in each job alike. Review interview process and update guidelines. Maintain, support a positive culture in the workplace.</p>	<p>This goal was accomplished and will continue to be a focus</p> <p>5.1 Annually credentials and assignments are monitored. Positions are advertised with the appropriate credential required for the position. Teachers are only assigned to teach classes within their credential authorization.</p> <p>Hire only the most qualified candidate in each job alike. Review interview process and update guidelines.</p>

Expenditures	<p>Post all positions in a timely manner to promote access to the most desirable candidates. Maintain and update employment website for applicant and employee user friendly easy access.</p> <p>Promote applicable professional development for all employees.</p> <p>BUDGETED 5.1 Promote applicable professional development for all employees specifically classified employees 2000-2999: Classified Personnel Salaries General Fund \$10,000</p>	<p>Maintain, support a positive culture in the workplace. Post all positions in a timely manner to promote access to the most desirable candidates. Maintain and update employment website for applicant and employee user friendly easy access.</p> <p>Promote applicable professional development for all employees.</p> <p>ESTIMATED ACTUAL See Actual for Classified Professional Growth in 5.3 below. 0</p>
<p>Action 2</p> <p>Actions/Services</p> <p>Expenditures</p>	<p>PLANNED 5.2 DOJ Livescan Service to employees, substitutes, and volunteers is maintained. All people working with students as an employee or volunteer have DOJ clearance on file with the District Office.</p> <p>BUDGETED Livescan services 5000-5999: Services And Other Operating Expenditures General Fund \$9,500</p>	<p>ACTUAL This was accomplished and will continue to be a practice in this district. 5.2 DOJ Livescan Service to employees, substitutes, and volunteers is maintained. All people working with students as an employee or volunteer have DOJ clearance on file with the District Office.</p> <p>ESTIMATED ACTUAL Livescan services 5000-5999: Services And Other Operating Expenditures General Fund \$8,180</p>
<p>Action 3</p> <p>Actions/Services</p>	<p>PLANNED 5.3 Annual trainings are provided to staff at no cost including bloodborne pathogen, sexual harassment, and Mandatory Reporter/Boundary Invasion. Individual online trainings are available based on employee/employer goals.</p>	<p>ACTUAL This was accomplished and will continue to be a district focus. Staff completed coursework, attended workshops, conferences and district trainings.</p>

Expenditures	<p>Our priority is, as always, to provide staff with necessary training and support that creates a positive working environment and a safe and robust learning environment for students. Identify employee areas for growth and create training to support improvement.</p>	<p>5.3 Annual trainings are provided to staff at no cost including bloodborne pathogen, sexual harassment, and Mandatory Reporter/Boundary Invasion. Individual online trainings are available based on employee/employer goals.</p> <p>Our priority is, as always, to provide staff with necessary training and support that creates a positive working environment and a safe and robust learning environment for students. Identify employee areas for growth and create training to support improvement.</p>
	<p>BUDGETED</p> <p>5.3 Staff Professional Growth certificated</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$5,000.</p> <p>5.3 Staff Professional Growth classified 2000-2999: Classified Personnel Salaries General Fund \$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>5.3 Staff Professional Growth certificated 1000-1999: Certificated Personnel Salaries General Fund \$8,189.</p> <p>5.3 Staff Professional Growth classified 2000-2999: Classified Personnel Salaries General Fund \$11,390.34</p>

Action 4

Expenditures	<p>PLANNED</p> <p>5.4 Positions are analyzed for effectiveness and efficiency individually through attrition. Positions are analyzed for effectiveness and efficiency annually through time study. Job descriptions are updated to meet district needs.</p>	<p>ACTUAL</p> <p>5.4 Throughout the year, positions were analyzed for effectiveness and efficiency individually through attrition. Positions are analyzed for effectiveness and efficiency annually through time study. Job descriptions are created and updated to meet district needs.</p>
	<p>BUDGETED</p> <p>No cost</p>	<p>ESTIMATED ACTUAL</p> <p>No additional cost</p>

Action 5

Expenditures	<p>PLANNED</p> <p>5.5. Identify priority Ed-Tech training topics based on staff input, current proficiency levels, and interests at each school site.</p>	<p>ACTUAL</p> <p>Beginning of the year technology use survey was given to all teachers to assess needs and interest levels of topics to be covered. Results were reviewed by grade level and</p>

		<p>department needs. A schedule was developed for individualized training sessions and staff-wide training events to be held across the school year. "Tech -5" and "Tech-Tune-ups" were launched as short opportunities to enhance tech skills at each school. Ed-Tech Director and Elementary Digital Learning Coach facilitated staff tech training events. Staff participated in an end-of-the-year technology survey (BrightBytes) to measure opinions and attitudes around classroom technology integration. Results were compared to prior year's survey to determine areas of growth and areas in need of greater support.</p>
Expenditures	<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL No cost</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All available positions both classified and certificated were filled through a fair and equitable recruitment process hiring the most qualified employees.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall our focus of hiring qualified employees and supporting and promoting employees through time and professional development is successful.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>5.1 Staff development expenditures were listed under 5.3</p> <p>5.2 We spent \$1,320 less than what was projected for DOJ/fingerprinting costs</p> <p>5.3 Staff participated increased for offered and supported professional growth and trainings having expenditures over those anticipated by \$3,189 for certificated employees and \$6,390.34 for classified employees.</p> <p>5.4 N/A</p> <p>5.5 N/A</p>

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

This goal will be continued and maintained. You will find goal 5 in the next update encompassed as part of Goal #1 for our base program.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

In an effort to involve a greater number of stakeholders, each site has had multiple meetings with a variety of stakeholder groups to discuss current site plan goals, which are all aligned to the district's LCAP goals and the eight state priorities. During this process, each of the sites shared the actions implemented throughout the school year along with the measurable outcomes for those actions. With this information, stakeholders were able to provide specific input and direction for actions to be implemented in this and the following school year. This was done intentionally to involve all stakeholders with multiple opportunities to provide feedback on annual updates and future goals in a meaningful way. Based on our experiences this year, we found that stakeholders were more interested in offering opinions and ideas that directly affected their respective school sites where their children would be impacted. For this reason, we felt the involvement process needed to be primarily at the site level. In order to reach a broader stakeholder group and provide direction for the district goals, a parent survey from WestEd was also sent out to parents. We received a total of 449 parent surveys an increase of 46% over last years respondents. At the district level, we also had meetings representing both the Teachers and Classified Unions and the District English Language Advisory Committee. We also expanded our Technology Committee to include parents and other community members for input on the future Technology needs of the district as well as the implementation of a three year Technology plan. We also had a district wide discussion at multiple board meetings and site based parent-teacher-student meetings to gather input regarding the current homework policy.

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

Pacific Grove High School:

Parents:

9/13/16, 2/6/17, Coffee with the Principal: Principal Bell invited parents to attend meetings where parents can openly discuss issues they are concerned about. One topic that resulted in changes for 2017-2018 was the site homework plan due to concerns regarding excessive hours of homework for some students.

3/16/17 Survey of parents about the instructional program as well as addressing other concerns related to past surveys such as student depression.

Students: The California Healthy Kids Survey was administered on November 2016 and a student survey was administered in March 2017. 500 students responded to the survey.

Site Council consists of five parents, one student, five staff members, and the principal: meeting dates: 9/26/16, 10/24/16, 11/28/16, 1/30/17, 2/27/17, 3/27/17, 4/28/17, 5/9/17
Discuss areas of need related to student achievement and provide input to develop the site plan.

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

Community High School:

Faculty/Staff meetings: Weekly meetings each month: topics discussed and input from the staff included student achievement, targeted intervention, behavioral and academic expectations, technology implementation, integration of new State Standards for all content areas, and counseling services.

Students: Weekly meetings in August and monthly meetings in November, January, and February: Students shared the importance of being prepared for the workforce with resumes, cover letters, and interviewing skills. Students said they needed more vocational education and career pathways experiences.

School Site Council: August, September, January, April: Review of the site plan and its goals and discussed safety procedures.

Parents: Multiple meetings throughout the year to inform parents regarding school rules/procedures, student goals, graduation requirements, behavioral expectations.

Pacific Grove Middle School:

PTSA meetings: 8/17/16, 10/26/16, 2/15/17, 3/15/17, 4/24/17 Discussions topics included: homework and technology, safety procedures, student data on formative assessments, California Healthy Kids Survey results, California Accountability Dashboard and student groups.

School Site Council: 9/19/16, 10/3/16, 11/15/16, 2/7/17, 4/18/17 Discussion topics included: Academic struggling students, social-emotional programs related to anti-bullying, growth mindset program, formative assessments results, California Accountability Dashboard,

Students: California Healthy Kids Survey November 2016, student survey was given in March for input regarding homework issues.

Parent meetings: : 9/1/16 Tech Night, 11/1/16 Josh Ochs Parent night on the effects of social media, 1/10/17 Parent night on suicide prevention, 2/6/17 Parent forum regarding homework

Staff meetings and Instructional leadership team meetings on a monthly basis to to discuss site goals and formative assessment results, California School Dashboard and targeted student groups, Growth mindset activities, student social-emotional issues.

Forest Grove Elementary:

School Site Council Meetings : 8/30/16, 9/26/16, 11/15/16, 12/6/16, 1/10/17, 2/14/17, 3/21/17, 4/25/17, 5/9/17: focused on the District Local Control Accountability Plan and School Site plan alignment. The California School Dashboard and targeted student groups was also discussed along with actions to meet student needs. At each meeting ideas were gathered for improvement and is reflected in the site plan for 2017-2018. Other discussion items included: Approval of drop the off area in front of school, asked for improvements to playground, added to information from parent homework survey, received quotes for constructing a new playground, began fundraising efforts, and drafted a homework plan that addressed parent concerns.

English Language Advisory Committee: 9/27/16, 2/22/17, 5/25/17: Topics discussed were the Local Control Accountability Plan and the instructional program for English Learners, Immigration issues, tutorial opportunities for students before and after school.

Students: March 2017: Students were asked to provide input on the issue of homework.

Site Governance (grade level representatives, English Language Development teacher, Special Education teacher: Monthly meetings focused on: basic needs, instructional program, parental involvement, school climate, student achievement, and student engagement. Topics discussed included the implementation of the mind up program, release time for teachers to explore new English language arts curriculum, and homework.

Instructional Leadership Team: Monthly meetings focused on: The implementation of professional learning communities and the analysis of student data based on common formative assessments/assignments.

Parent forums: September 2017: discussed Site plan goals and the value of homework for elementary students, 9/13/16 Parent Education Technology: Discussed parent concerns on the dependency of technology for students to complete homework and assignments after school, 11/30/16, 2/23/17, & 3/7/17 Parent homework discussions to gather input towards the revision to the site elementary homework plan

Annual Title I Parent Survey May 2017: We had 100% of replies say that their child benefited from the extra help in math and/or reading. We also had 100% of replies that said this is a beneficial program at our school. The only question that received any "no" answers last year was if the newsletters/parent conference reports were helpful - 3 people said they never received any. This year they were printed on colored paper so that they would notice them in their child's backpack. We also had lots of positive comments about how helpful our services have been.

English learner parent survey May 2017: 51% of parents responded to the survey. The results were very positive and appreciative. The parents feel that their children are receiving all of the help that they need in and outside of class. The only parents that reported that they do not always feel comfortable participating in school events said that it is

because they do not speak English very well. The results improved over past years in the area of feeling comfortable talking to the principal and office staff. Parents report feeling that the office is polite and supportive. We will plan to continue with the programs provided such as homework club and parent education class. The goal will be to start these offerings sooner in the 2017-2018 school year.

Robert Down Elementary:

School Site Council: 11/14/16, 3/6/17, 4/3/17, 5/9/17: Topics discussed: Local Control Accountability Plan and California School Dashboard, Measure A-Technology Bond, Spanish language instruction, class size and facilities, student designated supports and accommodation for Smarter Balanced testing, after school tutoring, garden program, STEM and ROV program.

English Language Advisory Committee, staff members 10/2/16, 1/27/17, 5/3/17: Topics discussed: Local Control Accountability Plan, Smarter Balanced Assessment and California English Language Development Test results, parent involvement in child's education and school community, academic language, parent outreach, after school tutoring, connecting to English learner students.

Students: 2/2/16, 2/10/17, 3/31/17 focus groups for input on: lunch area playground, homework, technology. Students feel that amount of homework is appropriate; would like to take Chromebooks home for assignments; want after school homework time and want to learn Spanish; love the garden, ROV, and Stem programs.

PTA meetings-parents, teachers and site administrator: 9/26/16, 10/24/16, 3/17/17, 4/26/17: Topics discussed were school climate, parental involvement, welcoming English learner families and honoring their culture, playground/lunch area, ROV/STEM programs, BASRP, Spanish instruction, after school homework assistance for students.

Parent forums: 8/23/16 Parent Education Tech Night: Concerns regarding access to technology at home and Tech dependent homework assignments. 3/7/17 Parent homework discussions to gather input towards the revision to the site elementary homework plan.

Faculty/staff monthly meetings: Discussed: Site plan goals, review of student data, district common formative assessments, professional learning communities (PLC) process, I Ready, Illuminate training and use for all student assessment and demographic data.

Teacher Leadership team meetings: 9/28/16, 10/2/16, 12/5/16, 2/6/17, 4/3/17, 5/1/17 Topics discussed: Measure A Technology expenditures, LCAP goals, targeted student groups, Next Generation Science Standards implementation, and Science, Technology, Engineering, Art, Math (STEAM) programs, and PLC process with focus on targeted student groups.

District Meetings:

District English Language Advisory Committee (DELAC) May 7, 2017. English Language Advisory Committee(ELAC) members from both Robert Down and Forest Grove attended. The Local Control Accountability Plan was presented and reviewed with the committee members. There was a presentation of the California Accountability Dashboard and the District goals and action items as laid out in the LCAP in relation to the identified student groups and their achievement gaps in mathematics and language arts. Information was shared on the district's review of progress towards college and career readiness upon graduation as well as the greatest areas of need.

Parent feedback reflected concerns regarding economic challenges, single parent homes, both parents working, and lack of support at home for those students as factors impacting student achievement. Concerns over lack of technology support and/or opportunity for students was also a focus. They recommended the district work on a plan for checking out computers and or tablets to take home. Student's emotional well being was also discussed and concerns about the impact of stress, anxiety, and lack of confidence has on student achievement. We discussed how this is being addressed with such programs as Mind-up at Forest Grove and Toolbox Training and Heart Math at Robert Down. Parents would like to see intervention counseling at an early age and address issues for drug use at the high school. Parents were pleased to know that PGUSD just passed an Immigration Board Policy, declaring our district safe haven schools.

Pacific Grove Teachers Association and Classified SEA: May 8, 2017

Teachers and Classified Union leadership went over the annual update and the LCAP goals for 2016-2017. There was a presentation of the CDE Dashboard and the PGUSD Goals and Action Items as laid out in the LCAP in relation to the Dashboard data. Overall the district is doing well according to all state priorities. Areas of need were discussed regarding targeted student groups in the area of mathematics and English language arts and actions outlined in the 2017-2018 LCAP addressing specific needs. Teacher and

classified input will be important as individual sites drill down on site based student data, paying particular attention to student target groups. Units agreed that classified staff, specifically instructional aides needed more opportunities for professional development to better support student needs. There were also ideas discussed for capturing classified staff's input on district related goals such as surveys or quick meetings during the school day. Classified staff need to be invited to staff meetings to engage in conversation for site plans to offer different perspectives. Other ideas were to have the math coach work with the ELD instructors for ideas to support English learners, staff discussion regarding results for California Healthy Kids Survey; include classified staff in trainings and staff development; have specialized principal's meetings to ensure that all staff (even part time staff) are all on the same page; structure the teacher evaluation process more around the LCAP model (example: What did I do this year? Was it successful? What am I doing next year?)

District Public Hearing for the Local Control Accountability Plan is scheduled for June 8, 2017

District Local Control Accountability Plan will be presented to the board for approval on June 29, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on the various stakeholder meetings at the sites, along with the feedback from parents, students, teachers, classified staff, and community members, a majority of participants were satisfied with the goals and action plans the district and sites are implementing to address the District's goals and their alignment to the State's Eight Priorities. Stakeholder feedback supports the district's goals to specifically meet the needs of targeted student groups with achievement gaps in mathematics and English language arts. Stakeholders shared positive comments regarding the district's base program in support of all of California's eight state priorities (Conditions of Learning: basic services provided by the district with its facilities, highly qualified teachers, and instructional materials, Pupil Achievement, Pupil Engagement, Parental Involvement, School Climate)

Themes that emerged from stakeholder feedback reinforce and enhance the district's LCAP goals and actions for 2017-2018. The district will continue its ongoing efforts to provide a quality base program that supports ALL students to graduate from high school prepared for college and/or careers with highly qualified teachers, clean classrooms, in safe, supportive learning environments.

At the high school a part time counselor will be added to support target student groups to ensure college and/or career preparation throughout high school.

To reduce class size in elementary, 2 additional kindergarten positions have been added and five new portable classrooms will be purchased and installed within the next two years. Based on stakeholder feedback, site homework plans have been revised for 2017-2018. Teachers will continue to connect with parents and students regarding the content and amount of homework.

All sites will also continue to implement social/emotional programs to build student resilience, confidence, and social skills as well as address issues related to depression and drug/alcohol use. The results of California Healthy Kids Survey will be shared with the teaching staff and leadership classes at the Middle and High school to gather ideas on how to best meet areas of need such as depression, alcohol, and drug abuse.

The middle and high school will work to build educational programs to educate and provide systems of supports for students on these issues.

We will continue to support professional development opportunities for classified instructional staff in support of targeted student groups. We will also continue to build on the work of Instructional Leader Teams with as they engage in the PLC process to analyze student data based on common formative assessment to address the instructional needs of

students with achievement gaps. The Professional learning focus will be to refine the process of the analysis and evidence of student learning to support the learning for all of our students and identifying students who require additional instructional strategies in the classroom and those who require other intervention supports. English learners, economically disadvantaged students, foster youth, and students with disabilities will be closely monitored to ensure they are also supported academically, socially, and emotionally.

To support Educational Technology and Data Analysis we will keep the digital coach position in support of our elementary teachers working in concert with the Director of Educational Technology supporting all teachers TK-12th grades. The district will also work on a plan to provide a check out system for students to use computing devices at home. More efforts to address issues with Cyber safety and bullying will continue with student and parent forums along with information nights on technology use at home such as google classroom and online instructional programs.

To ensure students have access to Common Core aligned textbooks and materials, a English language arts program will be implemented for grades 6-8.

To provide ongoing support for students who require additional support in mathematics and English language arts we will continue to offer support classes at the Middle and High School and add transitional math and English classes at the middle school for students exiting the Math and Read 180 programs. For all students who require additional support in all core academic classes, we will continue to provide support classes, study halls, before/after school tutoring, a Summer School program, and specified intervention programs at the sites. In response to the need for math intervention, a summer school class will be offered to 8th grade students to better prepare them for 9th grade math. We will continue to support teachers with an Instructional Math Coach for grades k-8.

Due to the feedback from our English Learner families and an increase of Hispanic families who represent the largest percentage of our English Language Learners, communication practices will be enhanced to reach out to this and other communities more effectively through personal invitations to site parent meetings and events. English Language Advisory Committee (ELAC) meetings will be held quarterly and discuss the new English language proficiency test (ELPAC) and reclassification criteria. Parents will also be invited to attend the language review team meetings to provide input regarding the reclassification of their students. We will also seek the input from our parents of English learners in an effort to meet their needs and improve the instructional program with an annual survey. After school supports such as homework help and tutoring will be offered to all English learners at all sites. We will also continue the Parent education class offered at Forest Grove for all English learner parents.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New ☐ Modified ☐ Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

In order to adequately prepare students for their future, it is critical that our base program be of high quality. Please see appendix A for a district data representing the 8 state priorities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
see appendix A : all local indicators template				

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.
2. Classified staff and administrators in each job alike support student learning, health, and safety.
3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)
4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.
5. Instructional delivery of all core content areas with standards aligned instructional materials.
6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.
7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional

2018-19

☐ New ☐ Modified ☒ Unchanged

The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.
2. Classified staff and administrators in each job alike support student learning, health, and safety.
3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)
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6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.
7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional

2019-20

☐ New ☐ Modified ☒ Unchanged

The base program includes:

1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.
2. Classified staff and administrators in each job alike support student learning, health, and safety.
3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410)
4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.
5. Instructional delivery of all core content areas with standards aligned instructional materials.
6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials.
7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas of need with additional

teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to maintain and enhance technology infrastructure based on ongoing needs and purchase digital curriculum and instructional programs. (Measure A Bond program fund 21)

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

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

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

teacher support and ongoing research based professional development.

8. In accordance with the District Technology Plan, continue to maintain and enhance technology infrastructure based on ongoing needs and purchase digital curriculum and instructional programs. (Measure A Bond program fund 21)

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

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$14,664,375.	Amount	\$15,574,133.	Amount	\$15,875,304.
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers and Adminstrators	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers and Adminstrators	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers and Adminstrators
Amount	\$5,400,439	Amount	\$5,498,421.	Amount	\$5,598,362.
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	Budget Reference	2000-2999: Classified Personnel Salaries Classified Administrators and Staff	Budget Reference	2000-2999: Classified Personnel Salaries Classified Administrators and Staff
Amount	\$5,798,117.	Amount	\$6,685,414.	Amount	\$7,293,059.
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	3000-3999: Employee Benefits Certificated and Classified staff	Budget Reference	3000-3999: Employee Benefits Certificated and Classified staff	Budget Reference	3000-3999: Employee Benefits Certificated and Classified staff
Amount	\$995,790.	Amount	\$1,000,769.	Amount	\$1,005,773.
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	4000-4999: Books And Supplies All instructional materials, supplies and new adoptions (Middle school: ELA, HS: AP World Geography),	Budget Reference	4000-4999: Books And Supplies All instructional materials, supplies + new adoptions	Budget Reference	4000-4999: Books And Supplies All instructional materials, supplies + new adoptions
Amount	\$1,452,413	Amount	\$1,452,740.	Amount	\$1,453,068.
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	Budget Reference	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting	Budget Reference	5000-5999: Services And Other Operating Expenditures travel/conferences, Professional/Consulting
Amount	\$400,000.	Amount	\$600,000.	Amount	\$600,000.
Source	Measure A Fund 21	Source	Measure A Fund 21	Source	Measure A Fund 21

Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software
Amount	\$600,000.
Source	General Fund
Budget Reference	6000-6999: Capital Outlay Five Elementary Portables

Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software
Amount	\$12,529.
Source	General Fund
Budget Reference	6000-6999: Capital Outlay

Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software
Amount	\$12,529.
Source	General Fund
Budget Reference	6000-6999: Capital Outlay

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New ☐ Modified ☐ Unchanged

Goal 2

Mathematics

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

According to the CA School Dashboard for the Smarter Balanced Assessment Math indicator, the following targeted student groups are performing at the "orange" level (based on current status and change designations):
EL Overall: Orange-Medium 23.2 points below level 3 Declined 9.5 points (includes EL and students reclassified as Fluent English Proficient-RFEP in the last 4 years)
EL only: Low-Orange; 31 points below meeting standard and declined 4.4 points
RFEP only: Medium-Orange 12.1 points below meeting standard; declined significantly 16.4 points
SED: Low- Orange; 56.7 points below meeting standard, declined 7.2 points
Students with Disabilities: Low-Orange 83.5 points below meeting standard, declined 8.9 points
Hispanic: Low-Orange 27.6 points below meeting standard; declined 2.5 points

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11.	2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement.	SBA Math Performance - Grades 3-8 and 11:	SBA Math Performance - Grades 3-8 and 11:	SBA Math Performance - Grades 3-8 and 11:
Local Measures: Interim Formative Assessments (IFA's) to be given 3 or more	See Appendix A for 2015-2016 SBA results	SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or	SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or	SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or

times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.

more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

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

more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

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

more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

•

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$19,200.
Source	Education Effectiveness Funds
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for Site Instructional Leadership Teams

2018-19

Amount	\$19,200.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for Site Instructional Leadership Teams

2019-20

Amount	\$19,200.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for Site Instructional Leadership Teams

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$5,500.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for articulation

2018-19

Amount	\$5,500.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for articulation

2019-20

Amount	\$5,500.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for articulation

Action 3

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Robert Down Elementary, Forest Grove Elementary, and Pacific Grove Middle School</u> <input checked="" type="checkbox"/> Specific Grade spans: <u>TK-8</u>

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Action 3: Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

2018-19

☐ New ☐ Modified ☒ Unchanged

Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

2019-20

☐ New ☐ Modified ☒ Unchanged

Math Coach will work with elementary and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.

BUDGETED EXPENDITURES

2017-18

Amount	\$38,880
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$38,880
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$38,880
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 4

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>Students with disabilities</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

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

Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of two general education and two for special education. (The addition of the 2nd Math 180 class for special education is new for 2017-2018). A math transition class is being added for students on IEP's that are exiting Math 180. New classes will be developed for math 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level.

2018-19

☐ New
 ☒ Modified
 ☐ Unchanged

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

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

2019-20

☐ New
 ☒ Modified
 ☐ Unchanged

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

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

At the high school, a Math support class is offered in the day to support struggling students at the high school as well as a Fundamentals of Math class.

At the high school, a Math support class is offered in the day to support struggling students at the high school as well as a Fundamentals of Math class.

At the high school, a Math support class is offered in the day to support struggling students at the high school as well as a Fundamentals of Math class.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$96,467.	Amount	\$98,348.	Amount	\$100,267.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math	Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math	Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math
Amount	\$44,325.	Amount	\$45,211.	Amount	\$46,115.
Source	General Fund	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school	Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school	Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school

Action 5

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐

All Schools

☒

Specific Schools: Pacific Grove Middle school and High School

☒

Specific Grade spans: grades 8, 9, and 10

ACTIONS/SERVICES

2017-18

☐

New

☒

Modified

☐

Unchanged

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one 10th grade AVID section.

2018-19

☒

New

☐

Modified

☐

Unchanged

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one 11th grade AVID section.

2019-20

☒

New

☐

Modified

☐

Unchanged

Action 5: Support AVID implementation at the middle school and high school. Maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and add one 12th grade AVID section.

BUDGETED EXPENDITURES

2017-18

Amount	\$80,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 AVID sections: 8th and 9th grade and one section for District AVID director
Amount	\$8636.
Source	General Fund
Budget Reference	4000-4999: Books And Supplies AVID membership fees
Amount	\$20,000
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 10th grade AVID section paid by College & Career Readiness Block Grant

2018-19

Amount	\$100,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3 AVID sections: 8th, 9th, 10th and one section for District Avid Director
Amount	\$8636.
Source	General Fund
Budget Reference	4000-4999: Books And Supplies AVID membership fees
Amount	\$20,000
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 11th grade AVID section paid by College & Career Readiness Block Grant

2019-20

Amount	\$120,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 5 AVID sections: 8th, 9th, 10, 11th, 12th and one section for District AVID Director
Amount	\$8636.
Source	General Fund
Budget Reference	4000-4999: Books And Supplies AVID membership fees
Amount	\$20,000
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Action 6

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Pacific Grove High School</u> <input checked="" type="checkbox"/> Specific Grade spans: <u>9-12</u>

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

2018-19

☐ New ☐ Modified ☒ Unchanged

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

2019-20

☐ New ☐ Modified ☒ Unchanged

Action 6: Increase percentage of students target groups meeting A to G requirements with an additional .2 FTE counselor who will meet with students to support student participation in a 3rd year of mathematics courses.

BUDGETED EXPENDITURES

2017-18

Amount	\$20,000.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries College and Career College Readiness Block Grant

2018-19

Amount	\$20,400
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$20,808.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New ☐ Modified ☐ Unchanged

Goal 3

English Language Arts:

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Most recent data 2015-2016 Smarter balanced
Overall English learners: Yellow-Medium 6.1 points above meeting standard and maintained +3.2 (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years)
EL only: Low at 7.4 points below meeting standard and increased +7.2 points
Socio Economic: Yellow- Low 16.2 below level meeting standard and increased +12 points
Students with Disabilities: Yellow-Low 44.6 below meeting standard and maintained +.0.8 points

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. CELDT Local Measures: Interim Formative Assessments (IFA) to be given 3 or more times	2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. Please see Appendix A for 2015-2016 SBA results. 2016-2017 CELDT	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve	SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve

per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate and other measures such as Basic Skills, DIBELS, SRI, etc.

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

performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

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

performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

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

performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance.

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures.

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

2018-19

☐ New ☐ Modified ☒ Unchanged

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures.

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

2019-20

☐ New ☐ Modified ☒ Unchanged

Action 1: All ILT teams will continue to support PLC work at sites focusing on targeted interventions based on data analysis using common formative assessments and other local measures.

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

BUDGETED EXPENDITURES

2017-18

Amount

cost reflected in Goal 2

2018-19

Amount

cost reflected in Goal 2

2019-20

Amount

cost reflected in Goal 2

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

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

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	Education Effectiveness Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$5000
Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$5000
Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ Specific Schools: Middle and High School ☒ Specific Grade spans: 6-12

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. At the middle school a transitions English class will be added as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

2018-19

☐ New ☐ Modified ☒ Unchanged

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

2019-20

☐ New ☐ Modified ☒ Unchanged

Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. Students two or more grade levels behind will be scheduled in Read 180 courses. A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes that are exiting the Read 180 program.

BUDGETED EXPENDITURES

2017-18

Amount	\$39,869.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180
Amount	\$23,000.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Special education English transition class

2018-19

Amount	\$40,666.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180
Amount	\$23,460.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Special education English transition class

2019-20

Amount	\$41,479.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 sections of general education Read 180
Amount	\$23,929.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Special education English transition class

Action 4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: Middle School ☐ Specific Grade spans:

OR

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

Students to be Served☒ English Learners ☒ Foster Youth ☒ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All Schools ☒ Specific Schools: Robert Down Elementary and Forest Grove Elementary ☐ Specific Grade spans:ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

2018-19☐ New ☐ Modified ☒ Unchanged

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

2019-20☐ New ☐ Modified ☒ Unchanged

Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.

BUDGETED EXPENDITURES**2017-18**

Amount	\$360,784.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salary and benefits
Amount	\$144,922.
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified salary and benefits

2018-19

Amount	\$367,999.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salary and benefits
Amount	\$147,820.
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified salary and benefits

2019-20

Amount	\$375,359.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salary and benefits
Amount	\$150,776.
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Classified salary and benefits

Action **5**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Action 5: Professional development on Designated and Integrated English Language Development for all elementary and Middle school teachers and classified instructional aides.

2018-19

☐ New ☐ Modified ☒ Unchanged

Professional development on Designated and Integrated English Language Development for all Middle and High school content area teachers.

2019-20

☐ New ☐ Modified ☒ Unchanged

Continued supports and professional development for all elementary and content area teachers at the Middle and High school with implementation of integrated English Language development best practices.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,500.
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff
Amount	\$1,000.

2018-19

Amount	\$3,500.
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff
Amount	\$1,000.

2019-20

Amount	\$3,500.
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop registration and travel for certificated and classified staff
Amount	\$1,000.

Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs
Amount	\$1000.	Amount	\$1000.	Amount	\$1000.

Action 6

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Pacific Grove Middle School</u>	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

2018-19

☐ New ☐ Modified ☒ Unchanged

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

2019-20

☐ New ☐ Modified ☒ Unchanged

Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$8000.	\$8,160..	\$8,323..
Source	Source	Source
General Fund	General Fund	General Fund
Budget Reference	Budget Reference	Budget Reference
1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 7

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification	Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification	Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification

criteria, and designated supports for Smarter Balanced end of year tests.

criteria, and designated supports for Smarter Balanced end of year tests.

criteria, and designated supports for Smarter Balanced end of year tests.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,500.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days

2018-19

Amount	\$1,500.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days

2019-20

Amount	\$1,500.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute costs for Language review team days

Action 8

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ Specific Schools: Forest Grove Elementary ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.

BUDGETED EXPENDITURES

2017-18

Amount	\$4,000.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$1,400.
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries Baby sitting through BASRP

2018-19

Amount	\$4,000.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$1,400.
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries Baby sitting through BASRP

2019-20

Amount	\$4,000.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$1,400.
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries Baby sitting through BASRP

Action 9

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

Students to be Served

☐ All ☒ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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ACTIONS/SERVICES

2017-18

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
--

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.

BUDGETED EXPENDITURES

2017-18

Amount	no cost
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2018-19

Amount	no cost
--------	---------

2019-20

Amount	no cost
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$489,487.

Percentage to Increase or Improve Services: 2.91%

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

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

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

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

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

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

the Academic Intervention class after school. The middle school math department will also be offering a new differentiated math placement in grades 6,7, and 8 to build conceptual understanding and increase academic language instruction for math.

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

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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

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

- English Language Arts – Common Core State Standards for English Language Arts
- Mathematics – Common Core State Standards for Mathematics
- English Language Development
- Career Technical Education
- Health Education Content Standards
- History-Social Science
- Model School Library Standards
- Physical Education Model Content Standards
- Next Generation Science Standards
- Visual and Performing Arts
- World Language; and

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

Priority 3: Parental Involvement addresses:

- The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- How the school district will promote parental participation in programs for unduplicated pupils; and
- How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- Statewide assessments;
- The Academic Performance Index;
- The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- The English learner reclassification rate;
- The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- School attendance rates;
- Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

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

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,957,622.64	2,432,637.03	30,238,117.00	31,777,526.00	32,826,444.00	94,842,087.00
	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
Common Core	0.00	0.00	0.00	0.00	0.00	0.00
Education Effectiveness Funds	47,800.00	46,737.00	24,200.00	0.00	0.00	24,200.00
General Fund	1,091,521.64	1,397,017.37	29,145,517.00	30,454,022.00	31,491,944.00	91,091,483.00
Mandated Cost Funding	0.00	0.00	0.00	0.00	0.00	0.00
Measure A Fund 21	230,590.00	246,497.68	400,000.00	600,000.00	600,000.00	1,600,000.00
Other	144,274.00	138,451.01	51,400.00	31,400.00	11,400.00	94,200.00
Supplemental	443,437.00	603,933.97	616,000.00	691,104.00	722,100.00	2,029,204.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,957,622.64	2,432,637.03	30,238,117.00	31,777,526.00	32,826,444.00	94,842,087.00
	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,051,439.00	1,260,085.93	15,388,020.00	16,321,417.00	16,654,461.00	48,363,898.00
2000-2999: Classified Personnel Salaries	243,533.00	351,595.65	5,546,761.00	5,647,641.00	5,750,538.00	16,944,940.00
3000-3999: Employee Benefits	0.00	134,185.83	5,798,117.00	6,685,414.00	7,293,059.00	19,776,590.00
4000-4999: Books And Supplies	485,986.64	519,347.37	1,404,426.00	1,609,405.00	1,614,409.00	4,628,240.00
5000-5999: Services And Other Operating Expenditures	32,180.00	31,963.25	1,460,913.00	1,500,120.00	1,500,448.00	4,461,481.00
5800: Professional/Consulting Services And Operating Expenditures	76,739.00	66,850.00	38,880.00	0.00	0.00	38,880.00
6000-6999: Capital Outlay	0.00	0.00	600,000.00	12,529.00	12,529.00	625,058.00
7000-7439: Other Outgo	67,745.00	68,609.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,957,622.64	2,432,637.03	30,238,117.00	31,777,526.00	32,826,444.00	94,842,087.00
		0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Education Effectiveness Funds	32,000.00	33,809.00	19,200.00	0.00	0.00	19,200.00
1000-1999: Certificated Personnel Salaries	General Fund	562,602.00	593,640.96	14,745,200.00	15,642,693.00	15,964,741.00	46,352,634.00
1000-1999: Certificated Personnel Salaries	Mandated Cost Funding	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	13,400.00	28,702.00	46,500.00	26,500.00	6,500.00	79,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	443,437.00	603,933.97	577,120.00	652,224.00	683,220.00	1,912,564.00
2000-2999: Classified Personnel Salaries	General Fund	223,133.00	340,962.14	5,545,361.00	5,646,241.00	5,749,138.00	16,940,740.00
2000-2999: Classified Personnel Salaries	Other	20,400.00	10,633.51	1,400.00	1,400.00	1,400.00	4,200.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	General Fund	0.00	134,185.83	5,798,117.00	6,685,414.00	7,293,059.00	19,776,590.00
4000-4999: Books And Supplies	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund	190,197.64	197,849.69	1,004,426.00	1,009,405.00	1,014,409.00	3,028,240.00
4000-4999: Books And Supplies	Measure A Fund 21	230,590.00	246,497.68	400,000.00	600,000.00	600,000.00	1,600,000.00
4000-4999: Books And Supplies	Other	65,199.00	75,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Education Effectiveness Funds	5,000.00	2,128.00	5,000.00	0.00	0.00	5,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	General Fund	22,000.00	26,121.75	1,452,413.00	1,457,740.00	1,458,068.00	4,368,221.00
5000-5999: Services And Other Operating Expenditures	Mandated Cost Funding	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	5,180.00	3,713.50	3,500.00	3,500.00	3,500.00	10,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	38,880.00	38,880.00	77,760.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Education Effectiveness Funds	10,800.00	10,800.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	32,189.00	42,855.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Mandated Cost Funding	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Measure A Fund 21	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	33,750.00	13,195.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	38,880.00	0.00	0.00	38,880.00
6000-6999: Capital Outlay	General Fund	0.00	0.00	600,000.00	12,529.00	12,529.00	625,058.00
7000-7439: Other Outgo	General Fund	61,400.00	61,402.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	6,345.00	7,207.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	29,311,134.00	30,824,006.00	31,838,095.00	91,973,235.00
Goal 2	333,008.00	356,175.00	379,406.00	1,068,589.00
Goal 3	593,975.00	597,345.00	608,943.00	1,800,263.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00

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

Tool 1-8

Legislated Metrics

Conditions of Learning						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Basic	<i>Degree to which teachers are appropriately assigned and credentialed in subject areas:</i>	SARC report	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which students have sufficient access to standards-aligned instructional materials</i>	SARC reports	100% (15-16 SARC) 100% (16-17 SARC)	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance	Maintain current levels of 100% compliance
	<i>Degree to which school facilities are maintained in good repair</i>	SARC reports	Overall facility rating for each site as of April 2016 is good	Maintain current “good” status at all sites, make improvements where needed	Maintain current “good” status at all sites, make improvements where needed	Maintain current “good” status at all sites, make improvements where needed
Implementation of State Standards	Implementation of ALL content and performance standards for ALL students	Local survey results	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards for grades TK-12th.	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State Standards	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State	All instructional materials for content areas in English Language Arts and Mathematics are aligned to the California State

				for grades TK-12th.	Standards for grades TK-12th. Possible adoption of Social Studies Instructional materials k-8	Standards for grades TK-12th. Possible adoption of Science instructional materials k-8
Implementation of State Standards	Programs and services enable English learners to access core and English Language Development standards	Local survey results	All English Language Instructional Materials are aligned with both English language Arts standards and the English Language Development standards (designated and integrated instruction)	All English Language Instructional Materials are aligned with both English language Arts standards and the English Language Development standards (designated and integrated instruction)	New Social Studies instructional materials to include integrated English Language Development	New Science instructional materials to include integrated English Language Development
Course Access	Student access and enrollment in all required areas of study	Local district results	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated students through support classes at the Middle and High	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated	1.Pupil enrolment in a broad course of study that includes all of the Core Content areas. 2. Programs and services provided for unduplicated

			<p>School with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school.</p> <p>75% of all students with disabilities have full access and are mainstreamed into general education classes.</p>	<p>students through support classes at the Middle and High School with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school.</p> <p>75% of all students with disabilities have full access and</p>	<p>students through support classes at the Middle and High School with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school.</p> <p>75% of all students with</p>	<p>students through support classes at the Middle and High School with a multiple tiered system of support at all sites.</p> <p>3. Programs and services provided for a students with disabilities include one Special Education preschool, one transition program for 18-22 years old, and three classrooms for students with moderate to severe disabilities at the elementary, middle, and high school.</p> <p>75% of all students with</p>
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				are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.
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Pupil Outcomes						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Pupil Achievement	EL progress toward English proficiency	CELDT progress	68% Making annual progress in learning English 47% Attained English proficiency level on CELDT	70% Make annual progress in learning English 50% Attain English proficiency on ELPAC	72% Make annual progress in learning English 52% Attain English proficiency on ELPAC	74% Make annual progress in learning English 54% Attain English proficiency on ELPAC
		Reclassification	21% Reclassification Rate	23% Reclassification rate	25% Reclassification rate	27% Reclassification rate
	Statewide Assessments	SBAC-ELA	15-16: % Students meeting or exceeding standard = 71% All students in grades 3-8 in ELA scored High-green 38.1 points above standard and increased +9.4 points English learners overall : Yellow-Medium 6.1	75% Students meet or exceed standards English learners overall increase by 5 percentage points over	80% Students meet or exceed standards English learners overall increase by	85% Students meet or exceed standards English learners overall increase by

			<p>points above meeting standard and maintained +3.2 (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years)</p> <p>EL only: Low at 7.4 points below meeting standard and increased +7.2 points</p> <p>Socioeconomic disadvantaged: Yellow-Low 16.2 below level meeting standard and increased +12 points</p> <p>Students with Disabilities: Yellow-Low 44.6 below meeting standard and maintained +0.8 points</p>	<p>previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p>	<p>5 percentage points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p>	<p>5 percentage points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p>
		SBAC-Math	<p>15-16: % Students meeting or exceeding standard = 58%</p> <p>All students in grades 3-8 Math scored High 8.4 points above</p>	<p>English learners overall increase by 5 percentage points over previous year scores</p>	<p>English learners overall increase by 5 percentage</p>	<p>English learners overall increase by 5 percentage</p>

			<p>standard and Maintained +2.1 points</p> <p>MATH: English Learners Overall: Orange-Medium 23.2 points below level 3 Declined 9.5 points (This group is comprised of all English learners and students who were reclassified as English Language proficient (RFEP) in the last 4 years) EL only: Low-Orange; 31 points below meeting standard and declined 4.4 points</p> <p>RFEP only: Medium-Orange 12.1 points below meeting standard; declined significantly 16.4 points</p> <p>Socioeconomic disadvantaged: Low-Orange; 56.7 points below meeting standard, declined 7.2 points</p> <p>Students with disabilities: Low-Orange 83.5</p>	<p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p> <p>Hispanic students increased by 5 percentage points over previous year scores</p>	<p>points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p> <p>Hispanic students increased by 5 percentage points over previous year scores</p>	<p>points over previous year scores</p> <p>Socioeconomic disadvantaged increase by 5 percentage points over previous year scores</p> <p>Students with disabilities increase by 5 percentage points over previous year scores</p> <p>Hispanic students increased by 5 percentage points over previous year scores</p>
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			points below meeting standard, declined 8.9 points Hispanic: Low-Orange 27.6 points below meeting standard; declined 2.5 points			
	% of students successfully completing A-G courses	Local data	2015-2016 PGHS 92/141 = 66% PGCHS 0/5 = 0% Fewer class offerings that qualify A-G at CH. 2016-2017 estimate: UC Eligibility: 102/141 = 72%	PGHS = 72% (UC) PGCHS = 5% (Fewer class offerings that qualify A-G at CH.)	PGHS = 75% (UC) PGCHS = 10% (Fewer class offerings that qualify A-G at CH.)	PGHS = 77% (UC) PGCHS = 15% (Fewer class offerings that qualify A-G at CH.)
	% of students successfully completing CTE pathways	Local data	12 % of students successfully completed CTE pathways	13 % of students will successfully complete CTE pathways	15% of students will successfully complete CTE pathways	17 % of students will successfully complete CTE pathways
	% of students passing Advanced Placement exams (3+)	College Board	2015-2016 143 students took a total of 266 exams. 124 students scored 3 or higher on at least one exam--87%	Maintain or exceed 87% of students passing Advanced Placement exams (3+)	Maintain or exceed 87% of students passing Advanced Placement	Maintain or exceed 87% of students passing Advanced Placement

	<p>% of students taking Advanced Placement classes</p> <p>% of those students taking Advanced Placement classes that are:</p> <ul style="list-style-type: none"> -English only or IFEP (initial fluent English Proficient) -Reclassified as Fluent English proficient (RFEP) -English learners (EL) -Free/Reduced lunch students 	Local data	<p>Waiting for 2016-2017 results</p> <p>2016-2017 32.5% of all students are taking AP classes (192 of 591)</p> <p>Of these 192 students: 90% are English Only or IFEP 10% are RFEP 0% are EL 8% are Free/Reduced lunch</p>	<p>35% of all students are taking AP classes</p> <p>Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 4%</p>	<p>exams (3+)</p> <p>37% of all students are taking AP classes</p> <p>Increase over previous year participation in AP classes for: RFEP: 2% EL: 1% Free/Reduced lunch: 3%</p>	<p>exams (3+)</p> <p>39% of all students are taking AP classes</p> <p>Increase over previous year participation in AP classes for: RFEP: 2% EL: maintain Free/Reduced lunch: 3%</p>
	% of students demonstrating college preparedness (Early Assessment Program exam)	SBAC results (2016)	<p>SBAC 2015-2016 ELA</p> <p>Ready: 61% Conditionally Ready: 26% Not Yet: 8% Not: 5%</p>	<p>ELA</p> <p>Ready: 63% Conditionally Ready: 28% Not Yet: 0% Not: 0%</p> <p>Math</p> <p>Ready: 45%</p>	<p>ELA</p> <p>Ready: 64% Conditionally Ready: 30% Not Yet: 0% Not: 0%</p> <p>Math</p>	<p>ELA</p> <p>Maintain levels</p> <p>Math</p> <p>Ready: 55% Conditionally Ready: 37%</p>

			SBAC 2015-2016 Math Ready: 39% Conditionally Ready: 31.5% Not Yet: 13% Not: 16.5% Waiting for 2016-2017 results	Conditionally Ready: 35% Not Yet: 10% Not: 10%	Ready: 50% Conditionally Ready: 36% Not Yet: 8% Not: 6%	Not Yet: 5% Not: 3%
Other Pupil Outcomes	District determined	Local district data	AVID GPA (16-17) for MS: 3.26 AVID GPA (16-17) for HS: 3.17 DIBELS Next Grade K - End of Year At/Above Benchmark: 87% (does not include scores from all students at grade level) DIBELS Next Grade 1 - End of Year At/Above Benchmark: 79% (does not include scores from all	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5. At/Above Benchmark: 90% At/Above Benchmark: 83%	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5. At/Above Benchmark: 92% At/Above Benchmark: 87%	Average GPA for AVID Students at both MS and HS to maintain or exceed 3.5. At/Above Benchmark: 95% At/Above Benchmark: 90%

			<p>students at grade level)</p> <p>DIBELS Next Grade 2 - End of Year At/Above Benchmark: 73% (does not include scores from all students at grade level)</p> <p>SRI (Grades 3-6) Grade 3 Proficient & Advanced: 57%</p> <p>Grade 4 Proficient & Advanced: 65%</p> <p>Grade 5 Proficient & Advanced: 69%</p> <p>Grade 6 Proficient & Advanced: 69%</p>	<p>At/Above Benchmark: 78%</p> <p>Proficient & Advanced: 62%</p> <p>Proficient & Advanced: 69%</p> <p>Proficient & Advanced: 73%</p> <p>Proficient & Advanced: 72%</p>	<p>At/Above Benchmark: 83%</p> <p>Proficient & Advanced: 65%</p> <p>Proficient & Advanced: 72%</p> <p>Proficient & Advanced: 75%</p> <p>Proficient & Advanced: 75%</p>	<p>At/Above Benchmark: 88%</p> <p>Proficient & Advanced: 70%</p> <p>Proficient & Advanced: 75%</p> <p>Proficient & Advanced: 785%</p> <p>Proficient & Advanced: 78%</p>
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			<p>ELA 9th Grade Comprehensive (end-of-course) Exceeded: 12.4% Met: 35.3% Nearly: 30% Not Met: 22.4%</p> <p>10th Grade Comprehensive (end-of-course) Exceeded: 17% Met: 38.5% Nearly: 24.4% Not Met: 20.0%</p> <p>Math Interim Formative Assessments</p>	<p>Met/Exceed Standard to reach 60% or greater.</p> <p>Expand use of Interim Formative Assessments as a means of measuring student achievement in Math</p>	<p>Met/Exceed Standard to reach 65% or greater.</p> <p>Expand use of Interim Formative Assessments as a means of measuring student achievement in Math</p>	<p>Met/Exceed Standard to reach 65% or greater.</p> <p>Expand use of Interim Formative Assessments as a means of measuring student achievement in Math</p>
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Engagement						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Parental Involvement	Efforts to seek parent input & decision making	Local survey results	The results of the the California Healthy Kids Parent Survey show that 87% of parents strongly agree or agree the district seeks parent input	Increase to 90% or better	Increase to 95% or better	Maintain at 95% or better
	Promotion of parental participation	Local survey results	The results of the California Healthy Kids Parent Survey show that that 68% of parents agree or strongly agree the district promotes parental participation	Increase to 75% or better	Increase to 80% or better	Increase to 85% or better
Pupil Engagement	Chronic absenteeism rates - 10% of enrolled days	Local district data	FG = 4.7% RD = 5.4% MS = 19.3% chronic absence in one or more periods. 9% in 1-2 classes 10% in 3+ classes HS = 24.6% chronic absence in one or more periods. 15% in 1-2 classes 10% in 3+ classes	FG = 3% RD = 3% MS = 10% HS = 15% CHS= 30%	FG = 2% RD = 2% MS = 8% HS = 10% CHS= 25%	FG = 1% RD = 1% MS = 5% HS = 8% CHS= 20%

			CH = 45%			
	High school dropout rates	Local district data	PGHS - 1/141 = 0.7% PGCHS - 1 /5 = 20% District 2/145 = 1.3%	Maintain or decrease dropout rates	Maintain or decrease dropout rates	Maintain or decrease dropout rates
	Middle school dropout rates	Local district data	n/a	Maintain	Maintain	Maintain
School Climate	Student suspension rates	State data	25/2082 = 1.2%	Decrease to 1%	Decrease to .5%	Maintain or decrease .5%
	Student expulsion rates	State data	zero	Maintain	Maintain	Maintain
	Other local measures	Local district data				

SUBJECT: Public Hearing for Tentative Agreement with Pacific Grove Teacher's Association

PERSON(S) RESPONSIBLE: Matt Bell

RECOMMENDATION:

The Administration recommends that the Board hold a Public Hearing for the 2016-2017 Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teacher's Association (PGTA).

BACKGROUND:

All changes to contracts between the District and employee groups require a public hearing and approval by the Board. In addition, AB 1200 requires the District to submit details of all negotiated salary agreements to the Monterey County Office of Education (MCOE) for their review and approval ten days prior to Board action.

INFORMATION:

The proposed agreement covers the 2016-2017 school year as well as the 2017-2018 school year:

1. Contract language (New language is in ***bold italics***):
 - a. IX.L3 line 32 will read:
 "...administrator. ***If the site administrator denies participation, the administrator must specify in writing to the affected teacher, the reason for the denial. If the administrator and teacher cannot agree on this decision, the Superintendent will make the final decision.*** There will be no limit to the number of participants at each site."
 - b. VIII.A1 line 10 and 11 will read:
 "Exceptions to the ***184 day work year*** are as follows:
 New employees: ***An additional one (1) day to precede the regular work year.***
 - c. VIII.B.5 line 12-13 will read:
 Attendance at school related meetings and activities may be required five (5) evenings a year until 9:00 pm. ***Evening events shall be counted as three (3) hours of duty per event.***
 VIII.B.7 line 19 will read:
 Additionally, Employees shall be required to be on duty for agreed to adjunct duties. ***The total number of hours between adjunct duties and evening events shall not exceed twenty-seven (27) hours for the school year. Evening events shall be counted as three (3) hours of duty per event.***
 - d. Alternative evaluation forms exhibit 11k.
 - e. VI.E.6 (lines 27-28) will read:
 Employees involuntarily transferred shall have the right to return to their original assignment (grade level/departments) if it becomes available, ***and the employee has received all satisfactory ratings in their evaluations*** within ***those*** two (2) years.

FISCAL IMPACT:

There is no anticipated fiscal impact of the above agreement.



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Public Hearing III

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 Hillcrest Avenue Pacific Grove, CA 93950

Ralph Gomez Porras
Superintendent
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Fax (831) 646-6500
rporras@pgusd.org

Rick Miller
Assistant Superintendent
Business Services
(831) 646-6509
rmiller@pgusd.org

PUBLIC HEARING NOTICE

In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5 and CCR, Title V, Section 15449, the Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, June 8, 2017, regarding

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS FOR PACIFIC GROVE TEACHERS ASSOCIATION (PGTA)

The hearing will be held during the regular Board meeting of June 8, 2017, which begins at 7:00 p.m. in the Jessie Bray Board Room of the District Office, located at 435 Hillcrest Avenue in Pacific Grove.

Copies of the Collective Bargaining Agreement will be available for public viewing beginning June 5, 2017, through June 8, 2017. For more information, please contact Rick Miller, Assistant Superintendent for Business Services at 646-6509.

Posted: May 26, 2017

**Pacific Grove Unified School District
And
Pacific Grove Teachers Association
2016-2017 Negotiations**

Tentative Agreement

The Pacific Grove Unified School District ("District") and Pacific Grove Teachers Association ("PGTA") (collectively referred to as "the parties") agree to the following terms ("Agreement") to close negotiations for the 2016-2017 school year.

1. Contract language (New language is in ***bold italics***):

a. IX.L3 line 32 will read:

"...administrator. ***If the site administrator denies participation, the administrator must specify in writing to the affected teacher, the reason for the denial. If the administrator and teacher cannot agree on this decision, the Superintendent will make the final decision.***

There will be no limit to the number of participants at each site."

b. VIII.A1 line 10 and 11 will read:

"Exceptions to the ***184 day work year*** are as follows:

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c. VIII.B.5 line 12-13 will read:

Attendance at school related meetings and activities may be required five (5) evenings a year until 9:00 pm. ***Evening events shall be counted as three (3) hours of duty per event.***

VIII.B.7 line 19 will read:

Additionally, Employees shall be required to be on duty for agreed to adjunct duties. ***The total number of hours between adjunct duties and evening events shall not exceed twenty-seven (27) hours for the school year. Evening events shall be counted as three (3) hours of duty per event.***

d. Alternative evaluation forms as presented.

e. VI.E.6 (lines 27-28) will read:

Employees involuntarily transferred shall have the right to return to their original assignment (grade level/department) if it becomes available, ***and the employee has received all satisfactory ratings in their evaluations*** within ***those*** two (2) years.

This Agreement shall be effective July 1, 2017 and shall remain in full force and effect up to and including June 30, 2018.

Ratification: This Agreement shall take effect and become binding on the Parties upon ratification by the PGUSD Governing Board and PGTA.

DISTRICT	Date	PGTA	Date
<u>M. J. R.</u>	<u>5/23/17</u>	<u>McCarty</u>	<u>5/23/17</u>
<u>R. M.</u>	<u>5/23/17</u>	<u>Paula L. H.</u>	<u>5/23/17</u>
<u>Bellie M. M.</u>	<u>5/23/17</u>	<u>Samuel A. H.</u>	<u>5/23/17</u>
<u>Buck Roggeman</u>	<u>5/23/17</u>	<u>STERN</u>	<u>5/23/17</u>
		<u>ROSS</u>	<u>5/23/17</u>

SUBJECT: Approval of Tentative Agreement with Pacific Grove Teacher's Association

PERSON(S) RESPONSIBLE: Matt Bell

RECOMMENDATION:

The Administration recommends that the Board review and approve the 2016-2017 Tentative Agreement between the Pacific Grove Unified School District and the Pacific Grove Teacher's Association (PGTA).

BACKGROUND:

The Tentative Agreement was ratified by the Pacific Grove Teacher's Association on June 1, 2017.

INFORMATION:

The proposed agreement covers the 2016-2017 school year as well as the 2017-2018 school year:

1. Contract language (New language is in ***bold italics***.):
 - a. IX.L3 line 32 will read:
 "...administrator. ***If the site administrator denies participation, the administrator must specify in writing to the affected teacher, the reason for the denial. If the administrator and teacher cannot agree on this decision, the Superintendent will make the final decision.*** There will be no limit to the number of participants at each site."
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FISCAL IMPACT:

There is no anticipated fiscal impact of the above agreement.



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Action/Discussion Item A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 Hillcrest Avenue Pacific Grove, CA 93950

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Posted: May 26, 2017

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And
Pacific Grove Teachers Association
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DISTRICT	Date	PGTA	Date
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<u>Buck Roggeman</u>	<u>5/23/17</u>	<u>STERN</u>	<u>5/23/17</u>
		<u>ROSS</u>	<u>5/23/17</u>

SUBJECT: First and/or Final Read: Board Policy 5137 Positive School Climate

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and approve or provide feedback on the new Board Policy 5137 Positive School Climate, as required by Education Code.

INFORMATION:

Board Policy 5137 Positive School Climate is required by Education Code.

FISCAL IMPACT:

None.

Pacific Grove Unified School District

Students

Policy #5137

POSITIVE SCHOOL CLIMATE

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Staff will receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

Legal Reference:

EDUCATION CODE

[233-233.8](#) Hate violence prevention

[32280-32289](#) School safety plans

[32295.5](#) Teen court programs

[35181](#) Governing board policy on responsibilities of students

Pacific Grove Unified School District

Students

Policy #5137

POSITIVE SCHOOL CLIMATE

[35291-35291.5](#) Rules

[44807](#) Teachers' duty concerning conduct of students

[48900-48925](#) Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

(3/93 2/95) 3/08

SUBJECT: First and/or Final Read: Board Policy and Regulation 5141.52 Suicide Prevention

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

RECOMMENDATION:

The Administration recommends that the Board review and approve or provide feedback on the new Board Policy and Regulation 5141.52 Suicide Prevention, as required by Education Code.

INFORMATION:

Board Policy and Regulation 5141.52 Suicide Prevention is required by Education Code.

FISCAL IMPACT:

None.

Pacific Grove Unified School District

DRAFT

Students

Policy #5141.52

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in grades 7 through 12
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in oneself and others, and how to engage school resources and refer others for help
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing

Pacific Grove Unified School District

DRAFT

Students

Policy #5141.52

SUICIDE PREVENTION

homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

[32280-32289](#) Comprehensive safety plan

[49060-49079](#) Student records

[49602](#) Confidentiality of student information

[49604](#) Suicide prevention training for school counselors

GOVERNMENT CODE

[810-996.6](#) Government Claims Act

PENAL CODE

[11164-11174.3](#) Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

[5698](#) Emotionally disturbed youth; legislative intent

[5850-5883](#) Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

(6/96 7/09) 3/17

Pacific Grove Unified School District

DRAFT

Students

Regulation #5141.52

SUICIDE PREVENTION

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students in grades 7 to 12. The training shall be offered under the direction of a school-employed mental health professionals (e.g., counselors, school psychologists, mental health clinicians or social workers) and/or in cooperation with one or more community mental health agencies.

Materials approved for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Such materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who engaged in self-harm or have attempted suicide; students who are bereaved by suicide; students with disabilities; serious medical conditions; mental illness, or controlled substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, controlled substance/alcohol use, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, coping and problem-solving skills, positive self-worth and impulse control, access to mental health care, and positive connections to family, peers, school, and community

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SUICIDE PREVENTION

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's

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verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code [49602](#))

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Contacting the student's parent/guardian as soon as possible
4. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
5. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The principal or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not

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access treatment for the student, the principal or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the principal or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

(6/96 7/09) 3/17

SUBJECT: First and/or Final Read: Board Policy and Regulation 3230 Federal Grant Funds

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and approve or provide feedback on the new Board Policy 3230 Federal Grant Funds, as required by Education Code.

INFORMATION:

Board Policy 3230 Federal Grant Funds is required by Education Code.

FISCAL IMPACT:

None.

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The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received
2. Accurate, current, and complete disclosure of the financial and performance results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328
3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest
4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes
5. Comparison of actual expenditures with budgeted amounts for each federal award
6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305
7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

All staff involved in the administration or implementation of programs and activities supported by

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federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

The district shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

Legal Reference:

EDUCATION CODE

42122-42129 Budget requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Department of Education Audit Guide

California School Accounting Manual

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers Regarding 2 CFR Part 200, March 17, 2016

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Office of Management and Budget, Uniform Guidance:

https://www.whitehouse.gov/omb/grants_docs

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State Controller's Office: <http://www.sco.ca.gov>

System for Award Management (SAM): www.sam.gov/portal/SAM/##11

U.S. Department of Education: <http://www.ed.gov>

U.S. Government Accountability Office: <http://www.gao.gov>

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Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure of federal funds in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

On or before July 1, 2017, or such later date as may be approved in the Uniform Guidance, the Superintendent or designee shall comply with the standards specified in 2 CFR 200.317-200.326 and Appendix II of Part 200 when procuring goods and services needed to carry out a federal grant as well as any more restrictive state laws and district policies concerning the procurement of goods and services.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit

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required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)

3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.
4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)
5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

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The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

The Superintendent or designee shall purchase, to the maximum extent practicable, domestic commodity or product. "Domestic commodity or product" is an agricultural commodity that is produced in the United States and a food product that is processed in the United States using substantial agricultural commodities that are produced in the United States. "Substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. (7 CFR 210.21(d); 42 USC 1760(n))

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Governing Board member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The

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district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

Audits

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that

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the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

Disciplinary Action

In the event of a complaint or other notice of potential violation, an investigation shall be commenced. If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, when not prohibited by law, inform the complainant. Violations of this policy may result in disciplinary action, which shall be consistent with Board policies, procedures, applicable collective bargaining agreements and state and federal laws.

SUBJECT: Forest Grove Elementary School and Robert Down Elementary School Portable Project

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities & Transportation

RECOMMENDATION:

The District Administration recommends that the Board review and provide feedback of short, medium, and long term solutions to the Portable Project pricing and classroom space.

BACKGROUND: ‘

The music room portable at Robert Down was found to have an infestation of subterranean termites. A possible cause of this was a poor drainage design on the outside of the building. Staff received estimates to repair the termite damage and bids started at \$80,000 with no guarantee that more damage from termites, mold, and dry rot wouldn't be found. Considering the age of the portable and the uncertainty of repair scope, the Board approved replacement of the portable with three 32' x 30' portables to accommodate student class sizes and program growth.

At Forest Grove there is a need for an extra classroom to accommodate four kindergarten classes in an effort to keep class sizes smaller. At the February 2, 2017 Board of Trustees Meeting the Board approved purchase and installation of a 36' x 40' portable and 32' x 30' portable to accommodate student class sizes and program growth.

Staff received proposals on May 25, 2017 for the construction of the site improvements for both projects. Combined, both projects were approximately \$1,200,000 over budget. The Board rejected all bids and requested that staff bring back short and long term solutions to the project pricing and classroom space.

INFORMATION:

See attached

FISCAL IMPACT:

To Be Determined

PORTABLE SOLUTIONS

- **Short Term Solutions** – The first attachment lists all solutions recommended by staff at each site. For the most part all solutions can be implemented this summer by maintenance and custodial staff. All solutions were reviewed at the May 24 Management Meeting and staff recommendations are seen in bold for each site.

- **Medium Term Solutions** – These include strategies that can be implemented to decrease the construction costs of the portable projects at each site.
 - Re-bid both projects using traditional bidding strategies with a construction start date sometime in the Fall of 2017 or Spring of 2018. This will open the project up to all general contractors without a pre-qualification theoretically creating more competition. Moving the start date back to the Fall or Spring could lower pricing because contractors may be looking to keep their crews working through the slower season.

 - Adopt the California Uniform Public Construction Cost Accounting Act (CUPCCAA). Currently, the District has to formally bid any Public Project that is estimated at \$15,000 or more for at least 30 days. By adopting the procedures in CUPCCAA Public Projects of \$45,000 or less can be negotiated with a select contractor, projects of \$175,000 or less may be let to contract by informal bidding procedures that include pre-qualified contractors and a 2-week bidding timeline, and project in excess of \$175,000 will be let by formal bidding procedures to all contractors for 30 days. In addition, it raises the amount of work the District can perform under PCC 20114 by force account from 350 (Approx. \$18,000) man hours to \$45,000 of direct costs (labor & materials). Essentially, this would allow the District to contract directly to subcontractors to complete the project. Attached is a FAQ document from the California State Controller's website.

- **Long Term Solutions** – These include strategies that could be implemented next school year as well as solutions that need long term planning before implementing.
 - Reconfiguration of Forest Grove and Robert Down. The attached spreadsheet shows enrollment data for 2016-2017 school year. Reconfiguration would have allowed the District to have 7 kindergartens with just less than 25 students/class without installing any portables or displacing Pine Ave Pre-School. Overall, average class size dropped by .145 students/class while evening average class size at each grade level. In this scenario, Forest Grove would be the TK-2nd site and Robert Down the 3rd-5th site. One obvious hurdle to this scenario is finding a

PORTABLE SOLUTIONS

total of 8 larger classrooms to house TK & K which could be resolved by proceeding with the portable projects.

- Building an Early Childhood Center at the Adult School or David Ave School that would house TK, K, & Pre-school. This would be in addition to the two portables already in the planning at the adult school. Portables would be placed on the Nurse's Annex slab and existing parking lot. David Ave School would require significant remodeling costs to the buildings, infrastructure, fields, and playgrounds.

SHORT TERM SOLUTIONS

Robert Down

- Classrooms/Grade
 - K-4 1st-4 2nd-3 3rd-3 4th-3 5th-4
- Kindergarten Applications Status
 - 42-Received 36-Applications Out 10-From TK
 - Total-88 Total Projected-78

Classroom Options

- ❖ Option 1
 - 4th Kindergarten to Pine Co-Op
 - Pine Co-Op to Adult School
 - Move Room 16 (2nd grade) to Room 11
 - Room 16 becomes 4th 1st grade
 - Move Room 11 (4th grade) to Project Room
 - Music Stays in Ottertorium
 - BASRP Stays in Portable
- ❖ Option 2
 - Have two Kindergartens in one class with two teachers - Early Bird/Late Bird
- ❖ Option 3
 - Ask (Beg) City to open Community Center to BASRP
 - 4th Kindergarten to BASRP Portable
- ❖ Option 4
 - Two Classrooms move into Library
 - Library becomes portable
- ❖ Option 5
 - Two Classrooms move into Project Room & Computer Lab
 - Computer Lab becomes portable
- ❖ Option 6 & 6A
 - **4th Kindergarten into BASRP**
 - **BASRP into Multi-Purpose Room**
 - **Vocal & Instrumental Music Stays in Ottertorium**
 - **One 4th or 5th Grade Class to Project Room**
 - (6A) Or, BASRP to Middle School Woodshop in lieu of MPR

- ❖ Option 7
 - Reconfiguration
 - Possibly doing it in phases where you move a grade or two at a time.

Forest Grove

- Classrooms/Grade
 - K-4 1st- 2nd- 3rd- 4th- 5th-
- Kindergarten Application Status
 - 30-Received 12-Applications Out 16-From TK
 - Total-58 Total Projected-78

Classroom Options

- ❖ Option #1
 - 1/2 TK program
 - FG students stay at FG
 - RHD TK Students stay at RHD...Room?
 - 4th Kindergarten moves into K-3 (TK)
 - K-3 (TK) goes to E-1(Music/Art)(less kids, ok with smaller space?)
 - E-1 (Music/Art) move to BASRP
- ❖ Option #2
 - E-3 (Computers) goes to E-1 (Music/Art Room)
 - Downsize computer lab
 - E-1 (Music/Art) moves to BASRP
 - K-3 (TK) moves to E-3 (Computers)
 - 4th Kindergarten moves into K-3 (TK)
- ❖ Option #3
 - **4th Kindergarten moves into E-1**
 - **E-1 (Music/Art) moves BASRP**
 - **Instrumental music on stage**
 - **Choral music shares BASRP**
- ❖ Option #4
 - 4th Kindergarten moves into G-6 (1st)
 - Kristen (1st 16-17/K 17-18) stays in G-6
 - G-6 (1st) moves to G-4 (Resource)
 - G-4 (Resource) moves to E-1 (Music/Art)
 - E-1 (Music/Art) moves to BASRP
- ❖ Option #5
 - 4th Kindergarten moves into K-3 (TK)
 - Move K-3 (TK) to BASRP

- BASRP moves to cafeteria
- ❖ Option #6
 - 4th Kindergarten moves into K-3 (TK)
 - TK to Adult School

MEDIUM TERM SOLUTIONS



4 Lower Ragsdale Drive, Suite 200 Monterey, California 93940-5758
 Telephone: (831) 646-1501 Fax: (831) 646-1801

M E M O R A N D U M

CONFIDENTIAL ATTORNEY-CLIENT COMMUNICATION

DATE: May 30, 2017
TO: Rick Miller, Assistant Superintendent/ Business Manager
 Matt Kelly, Director of Facilities & Transportation
 Pacific Grove Unified School District
FROM: Devon Lincoln, Travis Cochran
RE: Uniform Cost Accounting Act and Procedures

Below is a discussion of the relevant rules of the California Uniform Public Construction Accounting Act (“Act”)¹ for Pacific Grove Unified School District’s (“District”) bidding of future construction contracts.

I. Overview of the Act

The Act is a voluntary program that allows public agencies to perform a greater range of projects themselves by force account or without bidding (projects valued at \$45,000 or less). Additionally, agencies may receive bids and award projects valued at \$175,000 or less by certain informal bidding procedures (discussed below), which can speed up the process of awarding contracts for those projects.

To opt into the program, the Act requires a public agency to elect to follow the cost accounting procedures set forth in the *Cost Accounting Policies and Procedures Manual* (the “Manual”), issued by the California Uniform Construction Cost Accounting Commission (“Commission”). This is done by adopting as resolution to become subject to the uniform construction cost accounting procedures and to meet the requirements proscribed in the Manual, notifying the State Controller, enacting an ordinance for informal bidding, and compiling a list of qualified contractors. To assist public agencies with this process, the Commission has also issued Frequently Asked Questions, last updated in September 2015 (“FAQs”). Both the Manual and FAQs are available at www.sco.ca.gov, along with sample documents and a list of agencies that have elected to be subject to the Act.

¹ The Act is set forth at Public Contract Code section 22000 et seq. (unless otherwise noted, all references herein are to the Public Contract Code).

Once a public agency has opted into the Act (i.e., adopted the appropriate resolution, notified the State Controller, enacted an ordinance for informal bidding, and compiled a list of qualified contractors), the entire entity is subject to the Act, and no departments are exempt. (Manual, p. 3, ¶3.) Moreover, construction contracting by the public agency will be governed by the Act until such time as the public agency chooses to ‘opt out’ of the Act, which is accomplished by filing a resolution with the State Controller’s Office. (Pub. Contract Code, § 22035; Manual, p. 3, ¶¶5-6.)

II. Projects to Which the Act Applies

Under the Act, the following requirements apply to contracts for public projects:

- (a) Public projects valued at \$45,000 or less may be performed by force account, by a negotiated contract, or by purchase order;
- (b) Public projects valued at \$175,000 or less may be awarded in accordance with the Act’s informal bidding procedures; and
- (c) Public projects valued at more than \$175,000 must be awarded in accordance with the Act’s formal bidding procedures.

(Pub. Contract Code, § 22035.)

The Act defines “public project” as any of the following:

- (1) Construction, reconstruction, erection, alteration, renovation, improvement, demolition, and repair work involving any publicly owned, leased, or operated facility.
- (2) Painting or repainting of any publicly owned, leased or operated facility; and
- (3) In the case of a publicly owned utility system, “public project” shall include only the construction, erection, improvement or repair of dams, reservoirs, powerplants, and electrical transmission lines of 230,000 volts and higher.

(Pub. Contract Code, § 22002(c).)

A “public project” does not include maintenance work. Maintenance work includes (1) routine, recurring, and usual work for the preservation or protection of any publicly owned or publicly operated facility for its intended purposes; (2) minor repainting; (3) resurfacing of streets and highways at less than one inch; (4) landscape maintenance, including mowing, watering, trimming, pruning, planting, replacement of plants, and servicing of irrigation and sprinkler systems; and (5) work performed to keep, operate, and maintain publicly owned water, power, or waste disposal systems, including but not limited to dams, reservoirs, powerplants, and electrical transmission lines of 230,000 volts and higher. (Pub. Contract Code, § 22002(d).)

A public agency that opts into the Act may (but is not required to) utilize the Act’s bidding procedures when contracting for maintenance work or for any other project that does not fall within the definition of a “public project”. If the Act’s procedures are not used for maintenance projects, the agency must adhere to traditional bidding requirements. (Pub. Contract Code, § 22003, and FAQ 15.) However, if an agency misclassifies a public project over \$45,000 as a maintenance project, and therefore elects to not use the Act’s required informal bidding procedures, the Commission may conduct a review. (FAQ 15.)

The purchase of equipment and supplies by school districts is governed by Public Contract Code section 20111(a). However, according to the Commission, when equipment and supplies are purchased or used as part of a public project, the costs associated with the purchase or use become part of the project cost and must be considered when applying the bid limits under the Act. (FAQ 15.)

Once a public agency has opted into the Act, all other contracting requirements are superseded by the Act, i.e., the agency must adhere to the Act's bidding procedures and must ignore conflicting bidding laws. (Pub. Contract Code, §§ 22035; see FAQ 19.) For example, a school district that has opted into the Act must comply with the advertising requirements of Public Contract Code section 22037 for formal bids (as required by the Act), and must ignore the advertising requirements of Public Contract Code section 20112 (which would apply if the public agency had not opted into the Act). (FAQ 22.) Also, a project may not be split or separated into smaller work orders or projects for the purpose of evading the bidding provisions of the Act. (Pub. Contract Code, §§ 22035.)

III. Procedure for Opting Into the Act

1. Pass a Resolution and Notify the Controller

The first step in opting into the Act is adopting a resolution electing become subject to the uniform construction cost accounting procedures and agreeing that the public agency will meet all requirements proscribed in the Manual. After the Board adopts the appropriate resolution, the Board notifies, in writing, the State Controller of that election and files a copy of the resolution with the State Controller. (Pub. Contract Code, § 22030.)

2. Enact an Ordinance for Informal Bidding

The Board must then enact an ordinance containing specific information about informal bidding procedures for projects of \$175,000 or less. (Pub. Contract Code, § 22034.) The ordinance must:

- Require the public agency to maintain a list of qualified contractors, identified according to categories of work. Minimum criteria for development and maintenance of the contractors list shall be determined by the Commission. (Pub. Contract Code, § 22034(a); see Manual, p. 7, for such criteria.)
- Require that, unless the product or service is proprietary, the public agency must mail a notice inviting informal bids to either: (1) all contractors on the list for the category of work being bid; (2) all construction trade journals specified in PCC section 22036 (see above); or (3) all contractors on the list and all construction trade journals. (Pub. Contract Code, § 22034(b).)
- Require the public agency to mail the notice to contractors and/or trade journals not less than 10 calendar days before bids are due. (Pub. Contract Code, § 22034(c).)
- Require the public agency to describe the project in the Notice in general terms, indicate how the contractor may obtain more detailed information about it, and state the time and place for the submission of bids. (Pub. Contract Code, § 22034(d).)
- Indicate that the governing body of the public agency may delegate the authority to award informal contracts to the public works director, general manager, purchasing agent, or other appropriate person. (Pub. Contract Code, § 22034(e).)

- Indicate that if all bids received are more than \$175,000 but at least one is \$187,500 or less, the governing body may, by a 4/5ths vote, award the contract to the lowest responsible bidder if it determines that the cost estimate of the public agency was reasonable. (Pub. Contract Code, § 22034(f).)

The Manual contains a sample ordinance (see p. 5).

3. Compile a List of Contractors for Informal Bidding

After adopting the resolution and ordinance, the public agency must compile a list of contractors. The list must be maintained in accordance with the Manual (FAQ 11):

- During November of each year, the public agency must mail a written notice to all construction trade journals designated for that agency under Public Contract Code section 22036.² (Manual, p. 7, ¶1.)
- The notice must invite all licensed contractors to submit their names to the agency for inclusion on the agency's list of qualified bidders for the following calendar year. (Manual, p. 7, ¶1.)
- The notice must require that the contractor provide the name and address to which a Notice to Contractors or Proposal should be mailed, a phone number at which the contractor may be reached, the type of work in which the contractor is interested and currently licensed to do (earthwork, pipelines, electrical, painting, general building, etc.) together with the class of contractor's licenses held and contractor license numbers. (Manual, p. 7, ¶2.)
- The public agency may create a new contractors list starting January 1st of each year. The agency may include any contractor names it desires, but the list must include, at a minimum, all contractors who have properly provided the agency with the required information, either during the calendar year in which the list is valid or during November or December of the previous year. The Commission recommends that the agency automatically include the names of all contractors who submitted one or more valid bids to the agency during the preceding calendar year. (Manual, p. 7, ¶3.)
- A contractor may have his firm added to a public agency's list of contractors at any time by providing the required information. (Manual, p. 7, ¶4.)

A "qualified contractor" for the Act's purposes is one who requests to be added to the public agency's list for specified types of specialty work, and who is licensed and otherwise legally qualified to perform that work as licensed contractors. A participating agency may, in its discretion, use an objective pre-qualification process in the formation and maintenance of its contractor lists under the Act (similar to the pre-qualification procedures set forth in Public Contract Code sections 20101, 20111.5, and 20111.6. (FAQ 9.)

A public agency may disqualify a contractor from the list when it fails to furnish information to meet the minimum criteria established by the Commission. (FAQ 10.) Also, an agency that

² The appropriate construction trade journals for receiving mailed notice of all informal and formal construction contracts being bid for work within the specified county shall be determined on a county-by-county basis by the Commission. (PCC §22036.) The Commission's county-by-county list of these trade journals can be found in the Manual (see pp. 8-16).

elects to use a pre-qualification procedure may exclude from its lists those contractors who do not meet the pre-qualification criteria.

IV. Steps to Take for Projects \$45,000 or Less

As indicated above, a public agency may perform a public work construction project valued at up to \$45,000 in one of three ways: (1) using its own employees (force account); (2) by negotiated contract with a contractor of its choice; or (3) by purchase order. (Pub. Contract Code, § 22032(a).) This is in contrast to the ordinary limits on use of force account labor (no more than 350 hours per project), and formal bidding (all projects costing \$15,000 or more). (Pub. Contract Code, §§ 20111(b); 20114.) Estimating the cost of the project and tracking the costs during the project must be done with the Act's cost accounting procedures. (FAQ 7.)

V. Steps to Take During Each Informal Bid (\$175,000 or less)

1. The Board may delegate authority to award informal contracts to an appropriate staff member. (Pub. Contract Code, § 22034(e).)
2. The informal bidding must comply with the informal bidding ordinance (see above; Pub. Contract Code, § 22034). However, the Notice need only be sent to the contractors on the pre-qualified who are licensed to perform the public project. (FAQ 13(a).)
3. If the public agency elects to award a contract, it must go to the lowest responsible bidder. If two or more bids are the same and the lowest, the public agency may award to the contractor of its choice. (Pub. Contract Code, § 22038(b).)
4. The public agency may reject all bids presented at a hearing. The hearing may be before the governing body of the agency or agency staff. Prior to doing so, at least two business days prior to a hearing at which the public agency intends to reject the bids, the public agency must mail written notice to the apparent low bidder, informing the bidder of the public agency's intention to reject all bids. (Pub. Contract Code, § 22038(a).)
5. If all bids are rejected, after the first invitation for bids the public agency may – after re-evaluating its cost estimates – either (1) abandon the project or re-advertise for bids under the Act's procedures, or (2) declare in a resolution, approved by a 4/5ths vote of its governing body, that the project can be performed more economically by the public agency's employees, and then perform the project by force account without need to comply with the Act's bidding procedures. (*Id.*)
6. If no bids are received, the project may be performed by the employees of the public agency by force account or by negotiated contract with a contractor of the public agency's choice without further complying with the Act's bidding procedures. (Pub. Contract Code, § 22038(c).)

VI. Steps to Take During Each Formal Bid (over \$175,000)

1. The public agency must adopt plans, specifications and working details. (Pub. Contract Code, § 22039.)

2. A notice inviting bids must state the time and place for the receiving and opening of sealed bids and distinctly describe the project. (Pub. Contract Code, § 22037.)
3. The notice shall be published at least 14 calendar days before the date of opening the bids in a newspaper of general circulation that is printed and published in the jurisdiction of the public agency. If there is no newspaper printed and published within this jurisdiction, then the notice must be published in a newspaper of general circulation which is circulated within this jurisdiction. If there is no newspaper circulated within the jurisdiction, then publication must be performed by posting the notice in at least three places within this jurisdiction as have been designated by ordinance or regulation of the public agency as places for the posting of its notices. (*Id.*)
4. The notice inviting formal bids must also be sent electronically, if available, by either facsimile or electronic mail and mailed to all construction trade journals specified in PCC section 22036 (see above). The notice shall be sent at least 15 calendar days before the date of opening the bids. (*Id.*)
5. In addition to the above-required notice for formal bids, the public agency may give other notice as it deems proper. (*Id.*)
6. If the public agency elects to award a contract, it must go to the lowest responsible bidder. If two or more bids are the same and the lowest, the public agency may award to the contractor of its choice. (Pub. Contract Code, § 22038(b).)
7. The public agency may reject all bids presented at a hearing. The hearing may be before the governing body of the agency or agency staff. Prior to doing so, at least two business days prior to a hearing at which the public agency intends to reject the bids, the public agency must mail written notice to the apparent low bidder, informing the bidder of the public agency's intention to reject all bids. (Pub. Contract Code, § 22038(a).)
8. If all bids are rejected, after the first invitation for bids the public agency may – after re-evaluating its cost estimates – either (1) abandon the project or re-advertise for bids under the Act's procedures, or (2) declare in a resolution, approved by a 4/5ths vote of its governing body, that the project can be performed more economically by the public agency's employees, and then perform the project by force account without need to comply with the Act's bidding procedures. (*Id.*)
9. If no bids are received, the project may be performed by the employees of the public agency by force account, or by negotiated contract, with a contractor of the public agency's choice without further complying with the Act's bidding procedures. (Pub. Contract Code, § 22038(c).)
10. For school districts with ADA of 2500 or more, if the project is more than \$1 million and uses state funds, pre-qualification must take place before formal bids are received. (Pub. Contract Code, § 20111.6.)

VII. Application of the Uniform Construction Cost Accounting Procedures

The uniform construction accounting procedures apply in two instances: (1) when the public agency is determining if a public project is required to be bid out (e.g., determining if the project will be under/over \$45,000 or \$175,000); and (2) to capture and record actual costs when public

agency elects to perform the public project using its own work force. (FAQ 7.) The uniform cost accounting procedures follow normal accounting in the industry and in many cases are not much different from those already in place at the public agency. School districts may use the Standard Accounting Code Structure to comply with the tracking/uniform cost accounting requirements. (FAQs 2 and 7.)

Selective adherence to the requirements and provisions of the Act is not permitted. If the Act does not address an issue, however, the agency is bound by other applicable and controlling law on that issue. (Manual, p. 3, ¶5.)

VIII. Emergency Repair or Replacement

When emergency repair or replacement is necessary, the governing body may repair or replace any public facility without adopting plans, specifications, strain sheets, or working details, or without giving notice for bids to let contracts. The work may be done by day labor under the direction of the governing body, by contractor, or by a combination of the two. (Pub. Contract Code, § 22035(a).)

If notice for bids will not be given, then the public agency must comply with the emergency procedures in PCC sections 22050, et seq. (Pub. Contract Code, § 22035(b).)

Note that these emergency procedures may differ, sometimes significantly, from emergency procedures that might apply to an agency (for example, see Public Contract Code, section 20113 for school districts).

IX. Miscellaneous

It is important to note that the Commission can, in some circumstances, review the accounting procedures of a public agency where an interested party so requests. (see Pub. Contract Code, § 22042.)

Any person may examine the plans, specifications, or working details adopted for any project. (Pub. Contract Code, § 22040.)

For change orders on a contract for work below \$45,000, the total cost of the contract may not exceed \$45,000. Consult with legal counsel regarding the change order limits that may apply to informal and formal bidding. (FAQ 25.)

X. Conclusion

In sum, Districts that have adopted the Act may perform projects valued at \$45,000 or less by force account or without bidding, and may receive bids and award projects valued at \$175,000 or less by certain informal bidding procedures that can speed up the process of awarding contracts for those projects.

We hope that this memorandum addresses any and all questions regarding uniform cost accounting. Please let us know if we can provide additional information or if you would like to discuss any of these issues further.

CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING ACT FREQUENTLY ASKED QUESTIONS (FAQs)

These FAQs have been compiled to assist agencies that are participating in the California Uniform Public Construction Cost Accounting Act (“the Act”). Public Contract Code section 22000 et seq., unless stated otherwise, all references are to the Public Contract Code.

1. What is the Uniform Public Construction Cost Accounting Act?

The Act is legislation that was enacted in 1983 to help promote “uniformity of the cost accounting standards and bidding procedures on construction work performed or contracted by public entities in the state.” Section 22001. The Act is a voluntary program that is available to all public entities in the State but it only applies to those public agencies that have “opted in” to the provisions set forth by the Act. The entirety of the Act is found at Sections 22000-22045.

2. What are some of the key provisions of the Act?

The Act allows for public project work in the amount of \$45,000 or less to be performed by the public agency’s force account, by negotiated contract, or by purchase order. Section 22032(a). Public projects in the amount of \$175,000 or less can use the informal bidding procedures set forth in the Act in Section 22032(b). Public projects at a cost of more than \$175,000 shall use formal bidding procedures to let the contract pursuant PCC Section 22032(c).

3. What are the benefits of the program?

- a) Increased force account limit
- b) Informal bidding for projects that are \$175,000 or less which do not require advertising.
- c) Reduces the number of formal bids.
- d) Expedited contracting for small projects.

Many participants laud the program because it gives them more leeway in the execution of public works projects; has speeded up the awards process; has improved timeliness of the project completion; has eliminated considerable red tape and cumbersome paperwork relative to advertising and filing of reports; and has simplified administration. Many agencies have encountered only minimal challenges with the accounting requirements and the overhead portion. Moreover, where required, the adjustment was relatively simple; most of the required procedures were already actually in place, so there was no noticeable change in the existing operations. The Standard Accounting Codes Structure will satisfy the reporting requirements when used properly.

4. Is the Uniform Public Construction Cost Accounting Act mandatory for public agencies?

No. The Act is a voluntary program

CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING ACT FREQUENTLY ASKED QUESTIONS (FAQs)

5. How does a public agency become subject to the Act?

The governing body must elect by resolution to become subject to the Act and file a copy of the resolution with the State Controller's Office. Section 22030. Sample documents are available at: http://www.sco.ca.gov/ard_cuccac.html. Once an agency has opted into the Act it will remain a part of the program.

6. May a public agency withdraw from the Act?

Yes. An agency may withdraw from the Act by filing a resolution of the agency's election to withdraw with the State Controller's Office.

7. What is the California Uniform Construction Cost Accounting Commission?

It is the Commission created to administer the Act. Section 22010. It consists of fourteen (14) members: thirteen (13) members are appointed by the State Controller and one is a designated member of the Contractors' State License Board. Seven members represent the public sector (counties, cities, school districts, and special districts). Six members represent the private sector (public works contractors and unions). The Commission members receive no salary, but are eligible for reimbursement of their direct expenses related to the Commission.

8. What are the Uniform Public Construction Cost Accounting Procedures?

They are procedures to be used to estimate costs for determining if a public project is required to be bid out and to capture and record actual costs when a public project is performed by the agency's own work force found at www.sco.ca.gov/ard_cuccac.html. The procedures follow normal accounting in the industry and in many cases are not much different from those already in place at the agency. Sample forms are available in the CUCCAC Cost Accounting Policies and Procedures Manual at http://www.sco.ca.gov/Files-ARD-Local/CUCCAC_Manual.pdf

School districts may use the Standard Accounting Code Structure to comply with the tracking requirements.

9. Are the cost accounting policies and procedures applicable for agencies whose work force only performs maintenance tasks as defined in the Act and that contract all of its public projects to third parties?

The cost accounting policies and procedures are only applicable for agencies that perform public project work by force account. This does not exclude from the program agencies whose public projects are all contracted out. In fact, they might want to review the benefits available and elect to participate now in the event conditions change at some time in the future.

10. What is meant by the term "qualified contractors" as it pertains to the Act?

Qualified contractors are legally qualified contractors who perform work as a licensed contractor. In addition, the Commission has determined that nothing in the Act prohibits a participating agency from, at their discretion, using an objective pre-qualification process in the formation and maintenance of their Qualified Contractors lists.

CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING
ACT FREQUENTLY ASKED QUESTIONS (FAQs)

11. Can a public agency disqualify or exclude certain contractors from the Qualified Contractors List required in Section 22034(a)(1)?

Agencies may disqualify contractors from the Qualified Contractors List when a contractor fails to furnish information to meet the minimum criteria as established by the Commission.

12. For agencies that do not maintain an informal bidders list, are they allowed to choose who will get notifications on information projects?

No. Section 22034(a)(2) provides for notifications to construction trade journals and exchanges in lieu of sending notifications to contractors on an informal bidders list.

13. What is the difference between qualifying contractors under the Act and requalification of contractors under Section 20101?

Qualifying contractors is a process that allows contractors to register with a public agency for notification of public works opportunities. The prequalification process under Section 20101 is a more complex process that requires a standardized questionnaire and evaluation of contractors using standard scoring criteria and does not apply to the Act. The prequalification process is applicable under the Local Agency Public Construction Act.

14. Must a public agency: (1) Notify contractors about public projects if the contractor is believed to not have the skills, credentials, or experience to perform the work required for the public project? (2) Consider bids submitted by a contractor that the public agency believes does not have the skills, credentials, or experience to perform the work?

- a) Yes. If a contractor is on the Qualified Contractors List the contractor must be notified by the agency of public projects for which he is licensed to perform. Section 22034(a)(1)
- b) Yes. All bids received from qualified contractors must be considered. Section 22034(a)(1).

15. Does the Act allow flexibility in cases of emergency and when repair or replacements are necessary to permit the continued conduct of the operations or services of a public agency?

For the purposes of the Public Contract Code, “emergency” is defined at Section 1102 as “a sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services.” The Act sets forth in Section 22035(a) how a governing body would proceed in the case of emergency repairs or replacements. This section states, “In cases of emergency when repair or replacements are necessary, the governing body may proceed at once to replace or repair any public facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts. The work may be done by day labor under the direction of the governing body, by contractor, or by a combination of the two.” Section 22050 et seq., provides the emergency contract procedures to be followed in these cases.

CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING
ACT FREQUENTLY ASKED QUESTIONS (FAQs)

16. Do the alternative bidding procedures apply only to public projects as defined in Section 22002(c)?

No. The alternative bidding procedures can be used when contracting for “maintenance work” as defined at Section 22002(d) or when contracting for other work that does not fall within the definition of “public work” as defined in Section 22002(c).

17. What will membership in the Act cost my agency?

Nothing. There are no membership fees or dues. However, the Commission does accept grants to assist it in carrying out its duties. Section 22015(c).

18. What are the most common concerns addressed by the Act?

These are:

- a) Cost accounting policies and procedures;
- b) Informal bidding procedures;
- c) Accounting procedures review.

The cost accounting requirements follow those common to the construction industry. The informal bidding on public projects up to \$175,000 is seen by the agencies as an asset enhancing project completion. Maintenance of a Qualified Contractor Bid List is routine, since interested contractors make it a point to be included on the list. While an accounting procedures review could potentially hold up a project for a minimum of 45 days pursuant to Section 22043(c)(1), these types of reviews have been rare in the Commission’s history.

19. Does an agency have to calculate an overhead rate in order to apply the accounting procedures?

No. Cities with populations of less than 75,000 shall assume an overhead rate equal to 20% of the total costs of the public project, including the costs of material, equipment and labor. Section 22017(b)(1). Cities with a population of more than 75,000, may either calculate an actual overhead or assume an overhead rate of 30% of the total costs of a public project including the costs of material, equipment and labor. Section 22017(b)(2).

20. When a public entity opts into the Act, does the Act supersede other contracting legal requirements such as statutory requirements for performance bonds, prevailing wages, and certificates of insurance, etc.?

No. The Act only supersedes the bidding procedures used once a public agency has opted into the Act and has notified the Controller. All other contracting requirements are applicable.

21. Can a public agency, claim to be to be exempt from following all of the requirements in the Public Contract Code by claiming they only have to follow the language and procedures within the Act?

The Act is part of the Public Contract Code therefore, if the Act is silent on a particular matter the rest of the Public Contract Code would apply.

CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING
ACT FREQUENTLY ASKED QUESTIONS (FAQs)

22. If public agencies are not following the advertising requirements in the Act, will the Commission address those agencies? Can a complaint be brought to the Commission?

No. The Commission cannot review any complaint of improper advertising by any public agency. The Commission can only review the accounting procedures of a public agency when a complaint from an interested party provides evidence that the participating agency:

1. Performs work, after rejecting all bids, claiming it can do it less expensively. (Section 22042(a))
2. The work performed exceeded the force account limits. (Section 22042(b))
3. The work has been improperly classified as maintenance. (Section 22042(c))
4. A public agency is accused of not complying with the informal bidding procedures set forth at Section 22034. (Section 22042.5)

23. Section 20112 specifically requires school districts to advertise twice for a two week period, while Section 22037 requires advertising once, 14 days in advance of the date of opening of bids. How do participating school districts reconcile this conflict?

When the Act is in conflict with any other section in the Public Contract Code, the Act shall supersede. Advertising once, 14 days in advance of the date of opening of bids is what is required by the Act. Districts participating in the Act may choose to maximize their outreach by continuing to advertise twice.

24. May a public agency contract separately for like work at the same site at the same time using the under \$45,000 Force Account method?

No. Section 22033 provides that, “It shall be unlawful to split or separate into smaller work orders or projects any project for the purpose of evading the provisions of this article requiring work to be done by contract after competitive bidding”. Separating “like work” would only be permitted as long as the total of all the “like work” is less than \$45,000. If the work is more than \$45,000, the work needs to be advertised and bid according to the provisions of the Act (i.e. bid informally if the total amount is less than \$175,000 and bid formally if the total amount exceeds \$175,000).

25. May a public agency bid out 2 separate projects that occur at the same time and site, but are different types of work?

Yes, there is no violation if the work is being competitively bid. If the agency wants to use the negotiated or informal bidding processes, the agency must apply the appropriate limits to each of the projects. Each project must be separate in scope. Projects may not be separated by trade to avoid bidding. If the total of all jobs is greater than \$45,000; the informal or formal bid limits will apply.

26. Does a value need to be assigned to the volunteer labor when the California Conservation Corps, or some such volunteer organization provides volunteer labor on a public project?

No. Volunteer labor from the California Conservation Corps, or some such volunteer organization does not need to be included as a cost of a public project for bid limits purposes where no costs are associated with the volunteer labor.

CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING
ACT FREQUENTLY ASKED QUESTIONS (FAQs)

27. Does a public agency by opting into the Act, automatically bring all departments of the public agency into the Act?

Yes. When a public agency elects to become subject to the uniform construction cost accounting procedures, the entire legal entity is considered subject to the Act and no divisions or departments will be exempt.

28. When a public agency opts into the Act, does it automatically bring all districts under control of the Board into the Act?

No. Special Districts, which are governed by a board of supervisors or city council, are only subject if a separate election is made for each special district.

29. PCC 22034 requires that participating agencies adopt an Informal Bidding Ordinance. What do schools and special districts that cannot adopt Ordinances do to comply?

The Commission cannot provide legal advice. The school districts and special districts should check with their own legal counsel on how to comply with Section 22034.

Additional inquiries and questions can be directed to:

State Controller's Office

Local Government Programs and Services Division

Local Government Policy Section

P.O. Box 942850

Sacramento, CA 94250

or email LocalGovPolicy@sco.ca.gov

LONG TERM SOLUTIONS

Reconfiguration Worksheet (June 2017)

Present							Reconfiguration				
Grade	A Rooms / Grade	B Avg Class Size School (D/A)	C Avg Class Size District (B1+B2)/2	School	D Class Size / School	E Total	F Avg Class (E/G)	G Rooms / Grade	Increase / Decrease Rooms G-(A1+A2)	Increase / Decrease Class Size School (F-B1) (F-B2)	Increase / Decrease Avg Class Size District (F-C)
TK	1	28.000	28.000	FG	28	28	28.000	1	0.00	0.000	0.00
K	(A1) 3	(B1) 29.000	28.833	FG	87	173	24.714	7	1.00	(4.286)	(4.12)
K	(A2) 3	(B2) 28.667		RD	86					(3.952)	
1st	4	17.750	20.875	FG	71	143	23.833	6	(1.00)	6.083	2.96
1st	3	24.000		RD	72					(0.167)	
2nd	3	26.000	25.500	FG	78	153	21.857	7	1.00	(4.143)	(3.64)
2nd	3	25.000		RD	75					(3.143)	
3rd	3	22.000	23.167	FG	66	139	23.167	6	0.00	1.167	0.00
3rd	3	24.333		RD	73					(1.167)	
4th	3	21.000	21.875	FG	63	154	25.667	6	(1.00)	4.667	3.79
4th	4	22.750		RD	91					2.917	
5th	3	21.333	24.000	FG	64	144	24.000	6	0.00	2.667	0.00
5th	3	26.667		RD	80					(2.667)	
							24.463	39	0	(0.145)	(0.145)

Forest Grove Classroom Usage	
TK	1
K	3
1st	4
2nd	3
3rd	3
4th	3
5th	3
	20

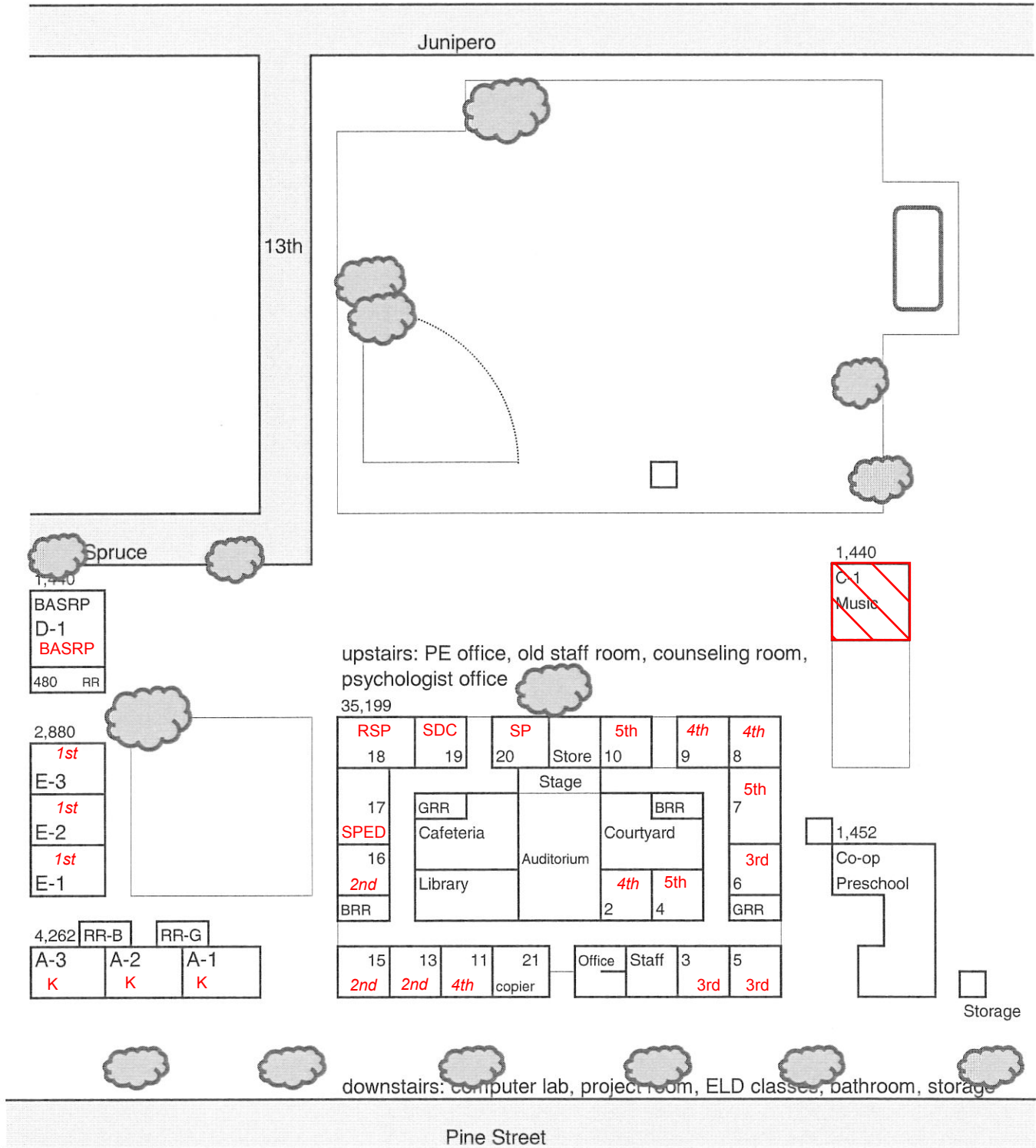
Robert Down Classroom Usage	
K	3
1st	3
2nd	3
3rd	3
4th	4
5th	3
	19

Total TK-5th 39

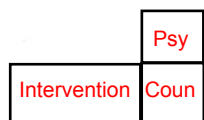
Total RD-FG 51

Robert Down Elementary School

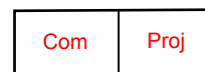
2016-2017



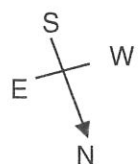
485 Pine Avenue
 Pacific Grove, CA 93950
 (831) 646-6540
 Built in 1921-1929
 Classrooms = 24
 7.938 Acres
 47,153 Square Feet
 35 toilets - 11 waterless urinals - 67 sinks
 5 Heat Pumps - 33 Forced Air Heaters - 2 Air Handlers 87
 Budget 14-15 Maps 3/12/2015 2:01 PM



Upstairs

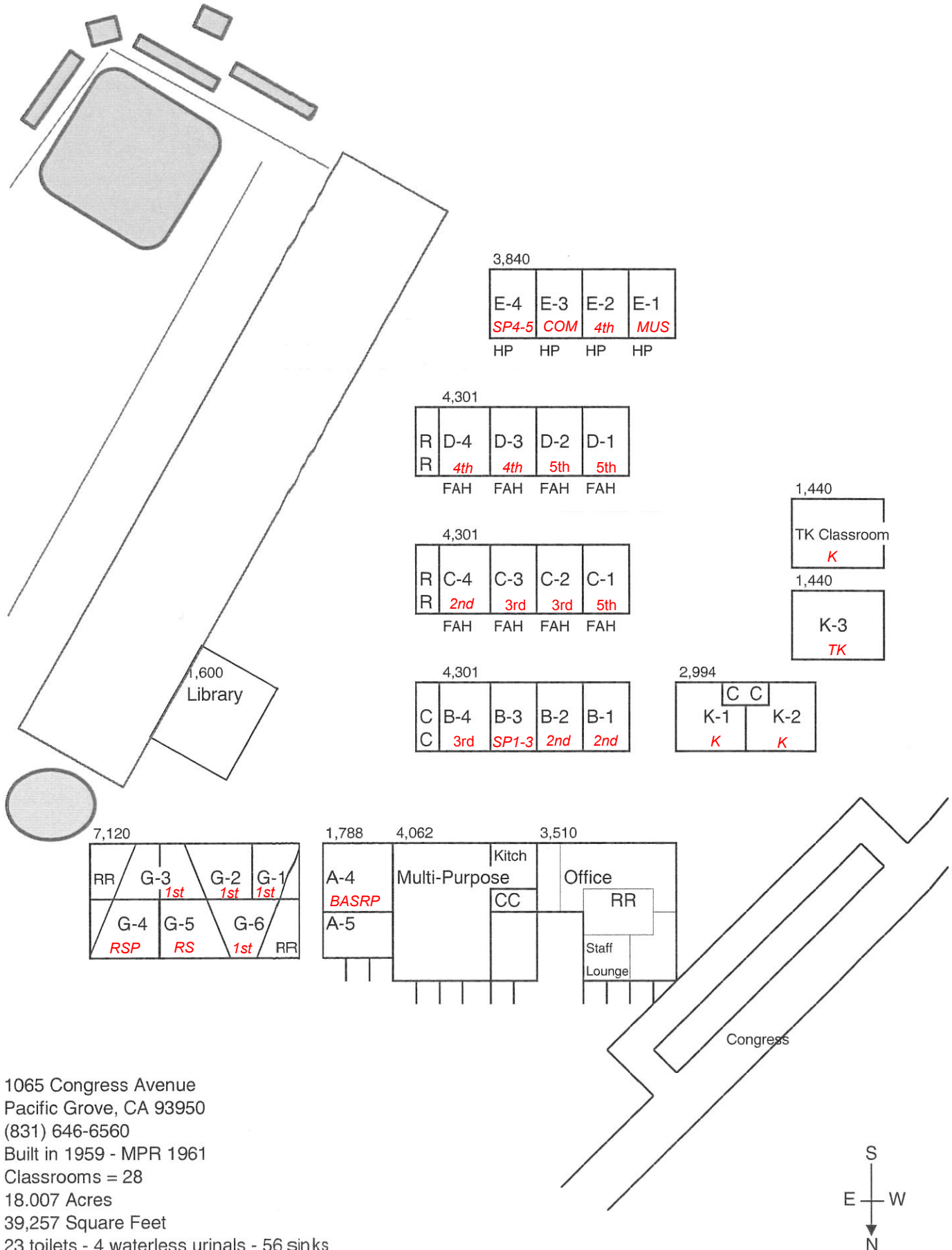


Downstairs



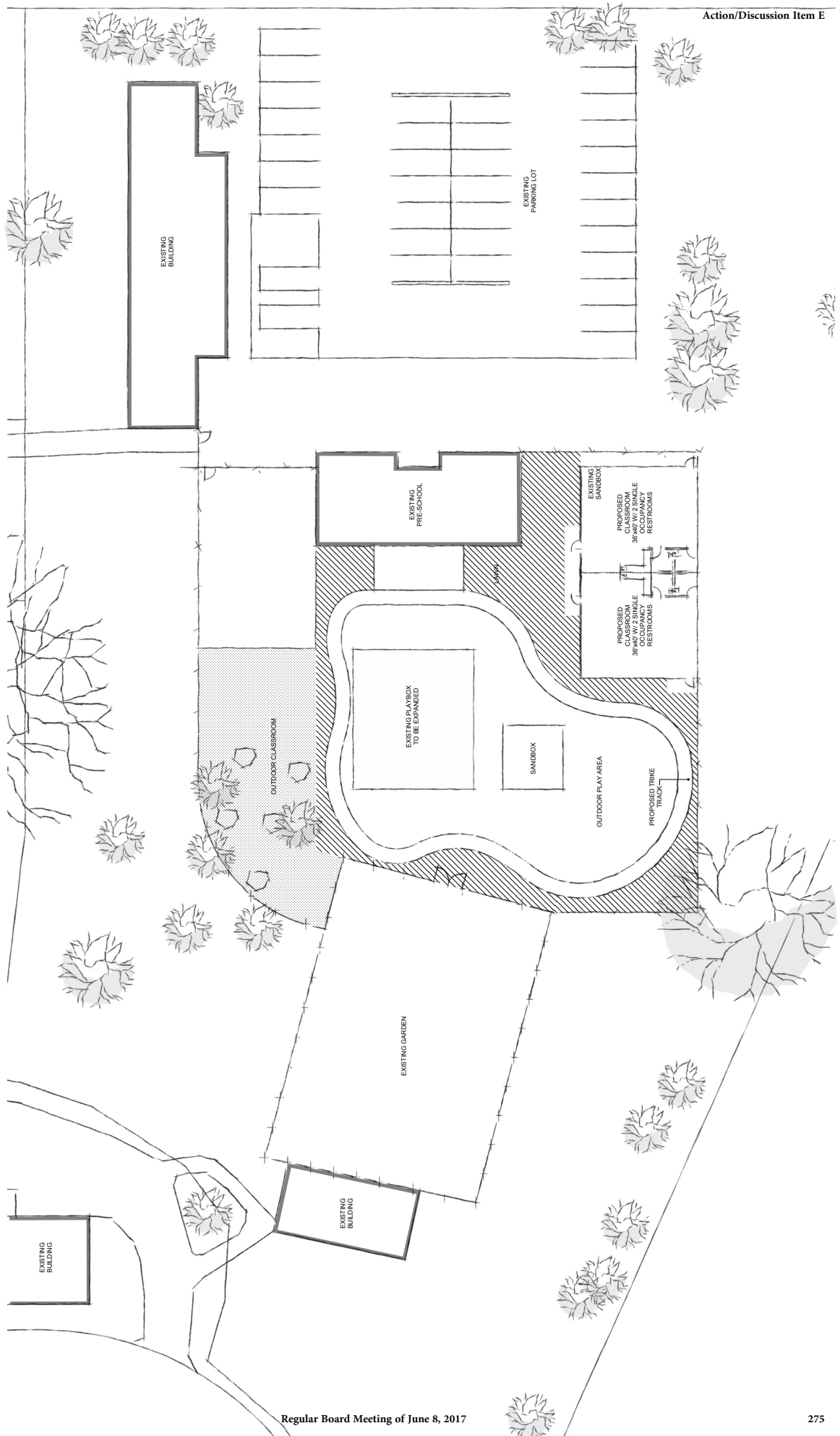
Forest Grove Elementary School

2016-2017



1065 Congress Avenue
 Pacific Grove, CA 93950
 (831) 646-6560
 Built in 1959 - MPR 1961
 Classrooms = 28
 18.007 Acres
 39,257 Square Feet
 23 toilets - 4 waterless urinals - 56 sinks
 7 Heat Pumps - 27 Forced Air Heaters
 Budget 14-15 Maps 3/12/2015 2:01 PM
 PGUSD

Pre-School Expansion Schematic Design: Pacific Grove Adult School
Pacific Grove Unified School District



Action/Discussion Item E

SUBJECT: Job Description Revision for Recreation Coordinator

PERSON RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The Administration recommends the Board review and approve the changes to the Recreation Coordinator position.

BACKGROUND:

The position of Recreation Coordinator is currently vacant. When a position in the district becomes vacant that position is then analyzed to determine if any revisions should be made. The position of Recreation Coordinator was reviewed by both elementary principals and it was determined that a more formal focus on organized sports and recreation would be beneficial to the students. The job description presented reflects this change.

FUNDING:

No change in funding for this position

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: RECREATION COORDINATOR/LEADER

DEFINITION: Under the supervision of the Assistant Superintendent or designated administrator, the Recreation Coordinator/Leader shall be responsible for the coordination of the district Recreation Leaders and school recreation programs, the safety and well being of the children in the program and other related duties. The Recreation Coordinator/Leader may be responsible for opening and/or closing the recreation center.

ESSENTIAL FUNCTIONS: Duties may include, but are not limited to the following:

- Maintain attendance records.
- Direct children's indoor and outdoor recreation and sports activities on a daily basis.
- Maintain control and order of the children.
- Encourage children to participate in all activities.
- Use a computer and computer software in the course of work.
- Maintain payment schedule made by parents or guardian.
- Maintain time sheets of assigned recreation attendants.
- Coordinate and check on daily routine of programs and schedules.
- Coordinate and assist leaders in maintaining up-to-date payment schedules made by parents or guardians.
- Coordinate the submission of time sheets of recreation leaders.
- Collect and account for enrollment contracts.
- Collect and account for enrollment fees.
- Complete state and district forms and requirements.
- Monitor and provide information for program budget reports.
- Order supplies and equipment as required.
- Other duties as assigned.

REQUIREMENTS:

- Use computer and other office equipment.
- Accounting and Accounting Principals.

QUALIFICATIONS:

Knowledge of:

- Safety practices within group or individual physical activities.
- First aid.
- Sports and games.

Ability to:

- Work effectively with those contacted in the course of the work.
- Work independently on own initiative.
- Work independently and as part of a team.
- Lead sports and games.
- Demonstrate tact, patience, kindness and a positive attitude in dealing with children.

POSITION TITLE: RECREATION COORDINATOR/LEADER, Continued

- Establish warm, understanding relationship with children.
- Maintain a clean, orderly and safe environment in which children may play.
- Use a computer and learn new computer programs.

EDUCATION AND EXPERIENCE:

- Any combination of education and/or experience which would demonstrate possession of the knowledge and abilities listed herein.
- Completion of the twelfth grade.
- Degree in recreation or physical education is desirable.

PHYSICAL REQUIREMENTS: of this position are, but not limited to the following:

Ability to:

- Sit for extended periods of time.
- Stand in one area for extended periods of time.
- Stand and walk for extended periods of time.
- Ascend and descend steps.
- See for the purpose of observing accuracy of reports and documents
- Hear and understand speech at normal levels.
- Communicate so others will clearly understand normal conversation.
- Communicate using the telephone and radio.
- Push/pull, squat, turn, twist, bend, and stoop.
- Lift and carry 30 lbs.
- Reach in all directions.
- Think clearly and rationally to solve problems, make good judgments and decisions.
- Perform the essential functions of this position in an accurate, neat, timely fashion
- Ability to meet the travel requirements of this position.

WORKING CONDITIONS:

Outdoor and indoor working environment subject to bending, crouching, and kneeling, reaching in all directions.

LICENSE OR CERTIFICATE:

- Possession of a valid California Driver's license.
- Possession of a valid CTC Activities Certificate within 12 months of hire.
- Possession of valid CPR/First Aid Certification on or within three months of hire.

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans With Disabilities Act regarding reasonable accommodation procedures.

Adopted by the Board of Education: August 3, 1995 (ref. 5326.2)
 Revised and Approved: Dec.14, 2006., _____

SUBJECT: Board Calendar/Future Meetings

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

BACKGROUND:

The Board has approved Bylaw 9320, which states that regular Board meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees 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, 2016-17 School Year

Jan. 12	Regular Board Meeting ✓ Report on Governor's Budget Proposal ✓ Preliminary enrollment projection for 2017-18 ✓ Property Tax Update	District Office
Feb. 2	Regular Board Meeting ✓ Budget projections and assumptions ✓ Possible personnel action presented as information ✓ Preliminary Review of Site Master Schedules	District Office
Mar. 2	Regular Board Meeting ✓ Second Interim Report ✓ Budget Revision #3 ✓ Possible personnel action (RIF) ✓ Open House schedules reviewed	District Office
Mar. 16	Regular Board Meeting ✓ Budget projections and assumptions ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report	District Office
Apr. 6	Regular Board Meeting ✓ Begin Superintendent Evaluation ✓ California Day of the Teacher ✓ Week of the CSEA Employee ✓ Draft 2017-18 Board meeting calendar	District Office
April 27	Regular Board Meeting ✓ Review of Site Master Schedules ✓ Review of Strategic plan and LCAP ✓ Review of Facilities Depreciation Schedule ✓ Begin Superintendent Evaluation ✓ California Day of the Teacher ✓ Approve 2017-18 Board meeting calendar ✓ Review of Strategic plan and LCAP ✓ Safety/Discipline Report	District Office
May 9	Special Board Meeting ✓ Review of Facilities Use Fee Schedule ✓ Board Vacancy Interview Process	District Office
May 16	Special Board Meeting ✓ Board Vacancy Interviews	District Office
May 25	Regular Board Meeting ✓ Week of the CSEA Employee ✓ Retiree Reception ✓ Review Bell Schedule for 2017-18 ✓ Superintendent's evaluation ✓ Identify Board member representatives for graduation ✓ Review Facility Use Fee Schedule ✓ Review Governor's revised budget ✓ Maintenance/Facilities Update	District Office
June 8	Regular Board Meeting ✓ LCAP Public Hearing ✓ Present 2017-18 Budget	District Office
June 29	Regular Board Meeting ✓ Adopt budget for 2017-18 ✓ Recommend approval of LCAP ✓ Complete Superintendent Evaluation ✓ Approval of contracts and purchase orders for 2017-18	District Office

Board Meeting Calendar, 2017-18 School Year

Aug. 24	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School dates ✓ Property tax report ✓ 2017-2018 Consolidated Application	District Office
Sept. 7	Regular Board Meeting ✓ Unaudited Actual Report ✓ Budget Revision #1	Forest Grove (School Site Visit)
Sept. 21	Regular Board Meeting ✓ Board Goals – review/revise	Robert Down
Oct. 5	Regular Board Meeting ✓ Superintendent's Goals ✓ Strategic Plan/LCAP Review Begins ✓ Bus Ridership	Middle School (School Site Visit)
Oct. 26	Regular Board Meeting ✓ Review of Special Education Contracts	Adult School (School Site Visit)
Nov. 9	Regular Board Meeting ✓ Intent form due (to serve as Board President or Vice President) ✓ Set date for Annual Organizational meeting	High School (School Site Visit)
Dec. 7	Organizational Meeting ✓ Election of 2017-2018 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #2 ✓ Review of Special Education Contracts	District Office

SUBJECT: AB 300 Information

PERSON (S) RESPONSIBLE: Diane Beron, Pacific Grove Unified School District State Preschool Teacher
Linda Williams, State Preschool Administrator

RECOMMENDATION:

The Pacific Grove Unified School District State Preschool would like the Board to review and understand the changes proposed by AB 300 and the effect this may have on the State Preschool program.

BACKGROUND:

Shannon Watkins, Child Development Services will present the key components of AB 300, sponsored by Anna Caballero. AB 300 will allow the counties of Monterey, San Benito, and Santa Cruz to create child care subsidy plans that can best address the needs of both families and child care providers in their communities.

INFORMATION:

Key components include:

- Increase of family income limits
- Change in the fee schedule and reimbursement rates
- Increase eligibility time frame
- Less paperwork for families

SUBJECT: Pacific Grove Unified School District Math Update

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

RECOMMENDATION:

The Administration wishes to update the Board regarding the Pacific Grove Unified School District math progress and next steps.

BACKGROUND:

The board has requested periodic updates regarding middle school math progress and initiatives.

INFORMATION:

Administration would like to review recent activity in math in regards to additional access to elementary/secondary math coach, the use of the data cycle to monitor student achievement and professional development opportunities for math teachers.

FISCAL IMPACT:

None

SUBJECT: Special Education Contracts

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

RECOMMENDATION:

The District Administration recommends that the Board review the present and projected status of Special Education contracts.

BACKGROUND:

Students with disabilities often require services beyond those which are provided through the district's special education program and personnel. This requires the district to enter into contracts with outside providers to make these additional services available. Outside providers include non-public schools, non-public agencies, MCOE and MPUSD.

INFORMATION:

Projected cost of contracts was presented and approved by the School Board in June 2016. The Board has requested a quarterly review of the status of contracts with outside providers.

FISCAL IMPACT:

Current contract amounts provide a projected total of \$1,139,296
Year to date expenditures total \$850,179

Contracts will be adjusted throughout the school year as the needs of students change due to IEP placements and IEP team decisions.

**Special Education Contracts - Expenditures
FY 2016-17**

Contract	PO #	# of Students Served	Original Contract June 2016	Current Contract Amount	Difference	Year to Date Expenditu	Year to Date Expenditur	Year to Date Expenditur
Families (Individual Aides for	B17-00152	18	\$ 715,357	\$ 600,000	\$(115,357)	\$261,819	\$ 325,270	\$ 521,841
Community Human Services (Counseling)	B17-00172	TBD	\$ 13,255	\$ 15,805	\$ 2,550	\$ 5,040	\$ 5,040	\$ 12,780
(Interpreters for all languages)	B17-00153	TBD	\$ 6,000	\$ 6,000	\$ -	\$ 300	\$ 643	\$ 1,738
IsoRhythms Music Therapy Individual student assessment, per IEP	B17-00372	1	\$ 500	\$ 500	\$ -	\$ -	\$ -	\$ 500
IsoRhythms Music Therapy In-class, SpEd Preschool and MS SDC	B17-00373	16	\$ 6,100	\$ 6,100	\$ -	\$ -	\$ -	\$ 2,040
Monterey County Office of Education (Billback)	N/A		\$ 663,739	\$ 221,851	\$(441,888)	\$196,672		\$ 187,885
Monterey County Office of Education (Physical Therapist)	B17-00141	6	\$ 28,000	\$ 28,000	\$ -	\$ -	\$ -	\$ 24,994
Monterey County Office Of Education (Transportation for 2 students	B17-00286	2	\$ 102,000	\$ 102,000	\$ -	\$ -	\$ -	\$ -
Monterey Peninsula Unified School District (Placement in Programs)	B17-00299	2	\$ 132,000	\$ 141,220	\$ 9,220	\$ -	\$ 67,334	\$ 93,094
Monterey Peninsula Unified School District (Adaptive P.E. Teacher .10)	B17-00299	9	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -
Reimburse parent for RT daily transportation for SpEd student PG Home <-> Del	PO17-00589	1	\$ 1,570	\$ 1,570	\$ -		\$ 323	\$ 807

**Special Education Contracts - Expenditures
FY 2016-17**

Casale, Silvana Spinelli (Comprehensive evaluations for IEPs)	B17-00205	1	\$ 3,250	\$ 3,250	\$ -	\$ 3,250	\$ 3,250	\$ 3,250
Solow, Sharon Neumann (Sign Language)	B17-00154	1	\$ 3,000	\$ 3,000	\$ -	\$ 250	\$ 750	\$ 1,250
TOTAL			\$1,684,771	\$ 1,139,296	\$(545,475)	\$467,331	\$ 402,610	\$ 850,179

SUBJECT: Future Agenda Items

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

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

The following is a list of future agenda items as of the June 8, 2017 Regular Board Meeting:

- Monterey Bay Swim Club (June 29)
- Elementary Counseling Information/Discussion (August 2017)
- Spanish Class at Elementary Schools (Fall 2017)
- Fencing for Security (Fall 2017)
- AP Classes (Fall 2017)