

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

Trustees

*John Paff, President  
Brian Swanson, Clerk  
Debbie Crandell  
Cristy Dawson  
Bill Phillips*

**DATE:** Thursday, June 29, 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 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.
- 2. Potential Litigation (1 case) [Government Code § 54956.9]

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 CSEA for 2016/17
2. Potential Litigation (1 case) [Government Code § 54956.9]

#### B. Pledge of Allegiance

### IV. COMMUNICATIONS

#### A. Written Communication

#### B. Board Member Comments

#### C. Superintendent Report

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

### V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

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

### VI. CONSENT AGENDA

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

- |  | Page |
|--|------|
| A. <u>Minutes of June 8, 2017 Board Meeting</u>  | 7    |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.   |      |
| B. <u>Certificated Assignment Order #16</u>  | 13   |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Certificated Assignment Order #16.                  |      |
| C. <u>Classified Assignment Order #16</u>  | 15   |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #16.                    |      |
| D. <u>Acceptance of Donations</u>  | 17   |
| Recommendation: (Rick Miller, Assistant Superintendent) The Administration recommends that the Board approve acceptance of the donations referenced below. |      |



- E. Cash Receipts Report No. 6 18  
Recommendation: (Rick Miller, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.
- F. Revolving Cash Report No. 6 21  
Recommendation: (Rick Miller, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.
- G. Agreement for Legal Services, 2017- 18 23  
Recommendation: (Ralph Gómez Porras, Superintendent) Administration recommends the Board review and approve the agreement for legal services with Lozano Smith for 2017-18.
- H. California School Board Association Membership 26  
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and approve the membership for California School Board Association dues for 2017-18 in the amount of \$7,136.00.
- I. Approval of California School Board Association GAMUT Online Service Agreement 30  
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends the Board review and approve the California School Board Association (CSBA) GAMUT Online Service Agreement dues for 2017-18 in the amount of \$2,270.00.
- J. Monterey Bay Charter School Lease Revision #12 38  
Recommendation: (Rick Miller, Assistant Superintendent) The District Administration recommends approval of Revision #12 with the Monterey Bay Charter School, extending the term of the lease to June 30, 2018.
- K. Special Education Contracts for 2017-18 40  
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve the list of contracts for services in the amount of \$1,042,042.
- L. Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes 2017-18 55  
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve the Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes for 2017-18.
- M. Increase FTE for Occupational Therapy Services 63  
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve an increase of 2 days a month to provide Occupational Therapy to Students with Disabilities.

- N. Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) 64  
Recommendation: (Rick Miller, Assistant Superintendent) The District Administration recommends that the Board review and approve the Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) for the 2017-18 school year.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**VII. PUBLIC HEARING AND ACTION/DISCUSSION ITEM A**

- A. Public Hearing for Tentative Agreement with California School Employees Association (CSEA) 76  
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 California School Employees Association (CSEA).

Open Public Hearing: \_\_\_\_\_ Close Public Hearing: \_\_\_\_\_

- A. Approval of Tentative Agreement with California School Employees Association (CSEA) 80  
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 California School Employees Association (CSEA).

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**VIII. ACTION/DISCUSSION**

- B. Adoption of the District Budget for 2017-18 84  
Recommendation: (Rick Miller, Assistant Superintendent) The District Administration recommends that the Board review and adopt the District Budget for 2017-18.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- C. Adoption of Local Control Accountability Plan (LCAP) 121  
Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends that the Board adopt the 2016-17 LCAP.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- D. Approval of Resolution #999 Authorizing State Preschool Contract 224  
Recommendation: (Rick Miller, Assistant Superintendent) The District Administration recommends that the Board approve this Resolution which will allow the District to continue to offer the State Preschool Program for the 2017-18 school year, subject to ongoing review to verify that program expenses do not exceed state funding.

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

Paff \_\_\_\_ Swanson \_\_\_\_ Crandell \_\_\_\_ Dawson \_\_\_\_ Phillips \_\_\_\_

- E. Approval of Measure A Education Technology Expenditures 229  
Recommendation: (Rick Miller, Assistant Superintendent; Bruce Cates, Director of Technology)  
The District Administration recommends that the Board review and approve Measure A Education Technology Bond expenditures.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- F. Adopting Uniform Public Construction Cost Accounting Procedures and Informal Bidding Procedures Pursuant to Section 22034 of the Public Contract Code Resolution #1000 233  
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The Administration recommends that the Board review and approve Resolution #1000 Adopting Uniform Public Construction Cost Accounting Procedures and Informal Bidding Procedures Pursuant to Section 22034 of the Public Contract Code.

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

Paff \_\_\_\_ Swanson \_\_\_\_ Crandell \_\_\_\_ Dawson \_\_\_\_ Phillips \_\_\_\_

- G. Update on the Food Service Program and Review of Cafeteria Menu Prices 244  
Recommendation: (Rick Miller, Assistant Superintendent; Dianne Hobson, Nutrition Director)  
The District Administration recommends that the board review the Cafeteria menu prices.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- H. Board Calendar/Future Meetings 248  
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: \_\_\_\_\_

## IX. INFORMATION/DISCUSSION

- A. Information and Discussion Regarding the Monterey Bay Swim Club 250  
Recommendation: (Rick Miller, Assistant Superintendent) The District Administration recommends that the Board receive information from the Monterey Bay Swim Club.

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

- B. Educational Technology Update and Next Steps 251  
Recommendation: (Matthew Binder, Director of Educational Technology; Juliana Dacuyan, Elementary Digital Learning Coach - Teacher on Special Assignment (TOSA) The District Administration recommends that the Board review and discuss the information contained in the presentation.

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

C. Future Agenda Items

252

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.

Elementary Counseling Information/Discussion (August 2017)

Spanish Class at Elementary Schools (Fall 2017)

Fencing for Security (Fall 2017)

AP Classes (Fall 2017)

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

**X. ADJOURNMENT**

Next regular meeting: August 24, 2017 – District Office

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION  
Minutes of Regular Meeting of June 8, 2017 – District Office

**I. OPENED BUSINESS**

- A. Called to Order 6:03 p.m.
- B. Roll Call
- |                         |  |
|-------------------------|--|
| President:              | Trustee Paff   |
| Absent Clerk:           | Trustee Swanson- called in for closed session only                           |
| Trustees Present:       | Trustee Crandell<br>Trustee Dawson<br>Trustee Phillips- arrived at 6:07 p.m. |
| Administration Present: | Superintendent Porras<br>Assistant Superintendent Miller                     |
| Board Recorder:         | Mandi Freitag  |

C. Adopted Agenda

Changes to the agenda include a revised Certificated Assignment Order, Walk-On Speech Therapy Services Contract, and adding closed session topic for CSEA negotiations.

**MOTION Dawson/Crandell 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, 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
4. 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.

B. Public comment on Closed Session Topics

None.

Superintendent Porras noted that Trustee Swanson would be calling in to closed session via phone.

- C. Adjourned to Closed Session 6:05 p.m.

### III. RECONVENED IN OPEN SESSION

#### 1. Reported action taken in Closed Session:

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

The Board discussed this item.

##### 2. Personnel Matter

The Board discussed this item.

##### 3. Conclude Superintendent's Evaluation 2016-17

The Board concluded the Superintendent's Evaluation.

##### 4. Negotiations - Collective Bargaining Session preparation with the CSEA for 2016/17

The Board discussed this item.

#### B. Pledge of Allegiance

Led By: Trustee Paff

### IV. PACIFIC GROVE HIGH SCHOOL ROBOTICS TEAM PRESENTATION

The Board enjoyed a presentation from Teacher Isaac Rubin, Coach Roby Hyde and the Robotics Team of Pacific Grove High School including students Zeus Marquez and Gavin James on the Robotics Team accomplishments, including attending the World Championships in Houston, Texas.

### V. COMMUNICATIONS

#### A. Written Communication

Trustee Paff received a letter regarding portables and planning, as well as a parent complaint regarding a failing student.

#### B. Board Member Comments

Trustee Crandell said it was a busy few weeks of events at the school sites, acknowledged the Administrators and sites.

Trustee Phillips said the graduations are a special time, noting the quality speeches at the PG High School graduation.

Trustee Paff noted the events were enlightening, and thanked everyone who put these events together.

#### C. Superintendent Report

Superintendent Porras thanked Administrators for a tremendous end of the school year, thanked the teachers for working so hard until the very last minute. Porras also thanked Administrators and Trustee Crandell for attending and honoring him at the Pacific Grove Chamber of Commerce event, and finally Porras thanked Editor of Cedar St. Times Marge Ann Jameson for highlighting our schools, students and District.

D. PGUSD Staff Comments (Non Agenda Items)

Pacific Grove High School Principal Matt Bell congratulated the Robotics team for their amazing accomplishments. Bell also noted the numbers of students from the graduating class that are attending college.

Forest Grove Elementary School Principal Buck Roggeman recognized teachers Hetal and Summer for organizing the Falcon Fest, for their hard work, getting donations so students could win prizes, special t-shirts. Roggeman also updated the Board on a meeting with Chief of Police Christy and City Manager Harvey regarding the possibility of changing the speed limit in front of Forest Grove to a 15 mile safety zone while school is in session.

Pacific Grove High School Assistant Principal Sean Keller provided an update to the Board on suspensions.

Pacific Grove Middle School Principal Sean Roach thanked the Board for attending the promotion event, and thanked the PTSA for the dynamic dance after the promotion for students.

Robert Down Elementary School Principal Linda Williams noted the beginning of summer school, 229 students attending, noting it will be a busy summer.

VI. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Parent Lou Zeiberg spoke to the Board regarding his children, one who is a Special Education student who had the best school year. Zeiberg praised Director Clare Davies and her team, noting that some of the Pacific Grove Middle School students who worked with the Special Education students were released to attend the Special Education Graduation, which coincided with a birthday party for Zeiberg's child. Zeiberg thanked all the staff for helping both children succeed.

VII. CONSENT AGENDA

- A. Minutes of May 25, 2017 Board Meeting
- B. Certificated Assignment Order #15
- C. Classified Assignment Order #15
- D. Quarterly Report on Williams Uniform Complaints
- E. Warrant Schedules No. 584
- F. Board Policy and Regulation Update Uniform Complaint Procedures
- G. Board Policy, Regulation and Exhibit 5030 Wellness Policy Update
- H. Contract for Kate Gallaway, Math Specialist for the Elementary Grades
- I. Contract Renewal with the U.C. Santa Cruz Student Teacher Program
- J. Special Education Contract for Compensatory Services

Changes include a revised Certificated Assignment Order, including the resignation of Dave Hoffman, who will be missed, Porras acknowledged his tremendous service to the District.

**MOTION Crandell/Dawson to approve consent agenda as amended.**

**Public comment: none**

**Motion CARRIED 4 – 0 0**

VIII. PUBLIC HEARING I

Public Hearing for District Budget for 2017-18

Open Public Hearing: 7:54 p.m.

Close Public Hearing: 8:46 p.m.

Assistant Superintendent Rick Miller presented information to the Board, the Board discussed this item.

**Public comment: none**

**IX. PUBLIC HEARING II**

Public Hearing for the Local Control Accountability Plan (LCAP)

Open Public Hearing: 8:47 p.m.

Close Public Hearing: 9:04 p.m.

Director of Curriculum and Special Projects Ani Silva presented information to the Board.

**Public comment: none**

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

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

Open Public Hearing: 9:04 p.m.

Close Public Hearing: 9:11 p.m.

Pacific Grove High School Principal Matt Bell, Lead Negotiator presented information to the Board.

**Public comment: none**

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

**MOTION Crandell/Dawson to approve the Tentative Agreement with Pacific Grove Teacher's Association (PGTA).**

**Public comment: none**

**Motion CARRIED 4 – 0 by roll call vote**

Trustee Paff commended both bargaining sides and thanked PGTA and Administrators.

**XI. ACTION/DISCUSSION**

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

**MOTION Phillips/Crandell to approve the Board Policy 5137 Positive School Climate as final read.**

**Public comment: none**

**Motion CARRIED 4 – 0**

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

**MOTION Crandell/Paff to approve the Board Policy and Regulation 5141.52 Suicide Prevention as final read.**

**Public comment: none**

**Motion CARRIED 4 – 0**

D. First and/or Final Read: Board Policy and Regulation 3230 Federal Grant Funds



**MOTION Dawson/Crandell to approve the Board Policy and Regulation 3230 Federal Grant Funds as final read.**

**Public comment: none**

**Motion CARRIED 4 – 0**

**Trustee Crandell requested Information/Discussion Item A be moved prior to the next item, the Board agreed.**

**XII. INFORMATION/DISCUSSION**

**A. AB300 Information**

State Preschool Teacher Diane Beron presented information on the AB300, accompanied by Shannon Watkins of the Monterey County Childcare Planning Council.

**Public comment: none**

**XI. ACTION/DISCUSSION (continued)**

**E. Forest Grove Elementary School and Robert Down Elementary School Portable Project**

Director of Maintenance and Operations Matt Kelly presented short term, medium term and long term solutions to the Board. The Board discussed this item.

The Board provided direction to Administration for short term, allowing site Administrators to determine what is best for their sites for the upcoming school year. The medium term solution would be to move forward with the CUPCCAA including a resolution to be presented and approved at the next Board meeting on June 29, 2017.

**MOTION Paff/Crandell to extend the meeting no later than 11:00 p.m.**

**Public comment: none**

**Motion CARRIED 4 – 0**

**F. Job Description Revision for Recreation Coordinator**

**MOTION Crandell/Dawson to approve the Job Description Revision for Recreation Coordinator.**

**Public comment: none**

**Motion CARRIED 4 – 0**

**G. Board Calendar/Future Meetings**

**No action taken.**

**XII. INFORMATION/DISCUSSION (continued)**

**B. Pacific Grove Unified School District Math Update**

Pacific Grove Middle School Principal Sean Roach provided the Board an update on District Math and goals for next year.

Superintendent Porras praised Principal Roach for taking on this recurring Board update, and for all his hard work.

**XI. ACTION/DISCUSSION (continued)**

H. Walk-On Speech Therapy Services

**MOTION Crandell/Dawson to approve the Walk-On Speech Therapy Services.**

**Public comment: none**

**Motion CARRIED 4 – 0**

**XII. INFORMATION/DISCUSSION (continued)**

C. Review of Special Education Contracts

Director Davies presented information to the Board, the Board discussed transportation for SPED students, bus needs and the possibility of purchasing an additional bus and hiring a driver. Director Davies said she would research the need for an additional bus.

**Public comment: none**

D. Future Agenda Items

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)

The Board directed Administration to bring back a resolution to support CUPCCAA.

**XIII. ADJOURNED**

10:37 p.m.

Approved and submitted:

---

Dr. Ralph Gómez Porras  
Secretary to the Board

**SUBJECT:** Certificated Assignment Order #16

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

---

**RECOMMENDATION:**

The administration recommends adoption of Certificated Assignment Order #16

**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. 16  
June 29, 2017**

**NEW HIRE:**

Desiree Pettas, PGMS Physical Education Teacher, 1.0 FTE, Column IV, Step 10, effective August 7, 2017 (replaces retiree Dennis Chappin)

Margaret Rice, PGHS Counselor, 1.0 FTE, Column V, Step 4 + MA effective August 7, 2017 (replaces retiree Pat Rolander)

Greg Enterline, PGMS Integrated Science Teacher, 1.0 FTE, Column V, Step 7 + MA effective August 7, 2017 (replaces retiree Becky Ohsiek) Placement is unofficial until official transcripts are received and verified

Lauren Davis, RDE, Special Education Teacher, 1.0 FTE, Column V, Step 4 effective August 7, 2017 (replaces Michelle Knight)

**TEMPORARY APPOINTMENT:**

Desiree Pettas, PGMS Physical Education Teacher, 0.20 FTE, Column IV, Step 10, effective August 7, 2017 through June 1, 2018 only

Michelle Weiler, PGHS Counselor, 0.20 FTE, Column IV, Step 3 + MA effective August 7, 2017 through June 1, 2018 only (new position grant funded)

**2017 Summer School**, temporary teaching positions, paid per hour, per time sheet at the PGTA hourly instructional rate, dependent upon sufficient enrollment, effective June 5, 2017 through June 30, 2017 and in addition 1 equivalent day of initial prep for all teachers and one additional afternoon session during the summer program for special education.

<b>Instructor</b>	<b>Course Title</b>
Mechelle Gilford	Elementary Special Education
Sofia Yassine	Special Education Transition Program

**TEMPORARY RE-APPOINTMENT:**

Linda Williams, Principal/Teacher, Summer School 2017, Admin Summer Salary Schedule, Step 8

**ADDITIONAL ASSIGNMENT: 2017 summer curriculum planning, 3 days, paid per time sheet at the credentialed sub rate and funded through Curriculum:**

Mary Schumaker, Amy Tulley

**SUBSTITUTES:**

Marlene Price  
Sofia Snyder

**SUBJECT:** Classified Assignment Order #16

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

---

**RECOMMENDATION:**

The administration recommends adoption of Classified Assignment Order #16

**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. 16  
June 29, 2017**

**NEW HIRE:**

Cathleen Alarcon, FGE, Instructional Assistant (Title I), 11.25 hour per week, 180 day work year calendar, Range 31, Step B, effective August 9, 2017 (replaces Theresa McDaniel)

Christina Shell, FGE, Instructional Assistant, 3 hours per day, 180 day work year calendar, Range 30, Step B, effective August 9, 2017 (replaces Rebecca Vanderluis)

Brian Bloomer, PGHS, Paraprofessional Special Needs, 6.5 hours per day, 180 day work year calendar, Range 37, Step E , effective August 9, 2017 (new position)

**RETIREMENT:**

Stacy Himenes, PGHS Campus Supervisor resigns effective June 2, 2017 after nine years of successful service with the Pacific Grove Unified School District.

**SUBJECT:** Acceptance of Donations

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

---

**RECOMMENDATION:**

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

**INFORMATION:**

During the past month the following donations were received:

**Forest Grove Elementary School**

Forest Grove PTA

\$550 (field trips)

**Robert H. Down Elementary School**

None

**Pacific Grove Middle School**

None

**Pacific Grove High School**

Amy Herzog

50 Ultra-Star Frisbees valued at \$432.78

**Pacific Grove Community High School**

None

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

None

**Pacific Grove Unified School District**

Janine O'Brien

\$200 (food service program)

Ref: Donations

**SUBJECT:** Cash Receipts Report No. 6

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

---

**RECOMMENDATION:**

As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.

**BACKGROUND:**

The attached listing identifies Cash Receipts received by the District during the period of April 20, 2017 through June 30, 2017.

**INFORMATION:**

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



# CASH RECEIPTS BOARD REPORT # 6

April 20, 2017 - June 30, 2017

Date	Num	Name	Account	Amount
Apr 20 - Jun 30, '17				
4/26/2017	18414	PGTA	DONATION	250.00
4/26/2017	18415	Robert Down Elementary	DONATION	10.55
4/26/2017	18416	PGHS	DONATION	1,574.61
4/26/2017	18417	STATE OF CALIFORNIA	SP ED	3,323.42
4/26/2017	18418	STATE OF CALIFORNIA	CAFETERIA	24,098.64
4/26/2017	18419	STATE OF CALIFORNIA	CAFETERIA	1,705.75
4/26/2017	18420	STATE OF CALIFORNIA	PRESCHOOL	8,048.00
4/26/2017	18421	RETIREE INSURANCE	RETIREE INSURANCE	1,224.93
4/26/2017	18422	ADULT EDUCATION	CREDIT CARD SALES	50,431.31
4/26/2017	18423	ADULT EDUCATION	ADULT EDUCATION	7,705.42
4/26/2017	18424	ADULT EDUCATION	ADULT EDUCATION	1,875.00
4/26/2017	18425	BASRP-FG	BASRP	5,692.00
4/26/2017	18426	BASRP-RD	BASRP	4,295.50
5/4/2017	18427	BASRP-RD	BASRP	2,838.75
5/4/2017	18428	BASRP-FG	BASRP	4,258.00
5/5/2017	18429	RETIREE INSURANCE	RETIREE INSURANCE	1,297.32
5/5/2017	18430	ADULT EDUCATION	ADULT EDUCATION	1,865.00
5/5/2017	18431	PGMS	FIELD TRIP	240.00
5/5/2017	18432	Robert Down Elementary	FIELD TRIP	325.00
5/5/2017	18433	PGMS	DONATION	800.00
5/5/2017	18434	PGMS	FIELD TRIP	150.00
5/5/2017	18435	Robert Down Elementary	DONATION	1,000.00
5/5/2017	18436	Robert Down Elementary	FIELD TRIP	455.00
5/5/2017	18437	STATE PRE SCHOOL	FEES	700.00
5/5/2017	18438	PGMS	FIELD TRIP	600.00
5/5/2017	18439	PGMS	DONATION	500.00
5/5/2017	18440	Robert Down Elementary	FIELD TRIP	880.00
5/5/2017	18441	MBCS/Monterey Bay Charter School	SPECIAL RESERVE	18,970.93
5/5/2017	18442	VOID	VOID	0.00
5/5/2017	18443	Intercare Holding Insurance	WORKERSCOMP	121.20
5/5/2017	18444	BASRP-FG	BASRP	9,026.50
5/5/2017	18445	BASRP-RD	BASRP	12,087.50
5/12/2017	18446	Facilitron	FACILITIES	1,513.40
5/12/2017	18447	Facilitron	FACILITIES	6,549.69
5/17/2017	18448	MBCS/Monterey Bay Charter School	SPECIAL RESERVE	20,035.11
5/17/2017	18449	TEXTBOOKS	TEXT BOOK FEES	34.00
5/17/2017	18450	Robert Down Elementary	DONATION	20.00
5/17/2017	18451	Robert Down Elementary	FIELD TRIP	2,170.00
5/17/2017	18452	Jennifer Erickson	MISC	6.00
5/17/2017	18453	PGHS ASB	REFUND	1,000.00
5/17/2017	18454	ADULT EDUCATION	ADULT EDUCATION	17,228.68
5/17/2017	18455	ADULT EDUCATION	ADULT EDUCATION	757,761.00
5/17/2017	18456	ADULT EDUCATION	ADULT EDUCATION	1,544.36
5/17/2017	18457	ADULT EDUCATION	ADULT EDUCATION	294.74
5/17/2017	18458	ADULT EDUCATION	ADULT EDUCATION	1,732.50
5/17/2017	18459	ADULT EDUCATION	ADULT EDUCATION	830.00
5/17/2017	18460	ADULT EDUCATION	CREDIT CARD SALES	17,942.43
5/17/2017	18461	Forest Grove Elementary	FIELD TRIP	172.50
5/17/2017	18462	STATE OF CALIFORNIA	SP ED	1,748.72
5/17/2017	18463	PGHS	REFUND	355.23
5/17/2017	18464	Robert Down Elementary	FIELD TRIP	515.00
5/17/2017	18465	Robert Down Elementary	DONATION	30.00
5/17/2017	18466	RETIREE INSURANCE	RETIREE INSURANCE	9,172.19
5/18/2017	18467	Calvary High School	SPECIAL RESERVE	500.00
5/18/2017	18468	BASRP-FG	BASRP	8,017.00
5/18/2017	18469	BASRP-RD	BASRP	8,061.50
5/19/2017	18470	Robert Down Elementary	FIELD TRIP	235.00
5/19/2017	18471	TEXTBOOKS	TEXT BOOK FEES	797.45
5/19/2017	18472	BASRP-FG	BASRP	3,209.00
5/19/2017	18473	BASRP-RD	BASRP	1,448.75
5/30/2017	18474	RETIREE INSURANCE	RETIREE INSURANCE	2,844.78
5/30/2017	18475	STATE OF CALIFORNIA	PRESCHOOL	9,623.00
5/30/2017	18476	STATE OF CALIFORNIA	CAFETERIA	1,092.12
5/30/2017	18477	STATE OF CALIFORNIA	CAFETERIA	15,347.94
5/30/2017	18478	TEXTBOOKS	TEXT BOOK FEES	347.32
5/30/2017	18479	CHS	DONATION	290.50
5/30/2017	18480	ADULT EDUCATION	ADULT EDUCATION	837.50
5/30/2017	18481	VOID	VOID	
5/30/2017	18482	Jones, Marc	FEES	270.00
5/30/2017	18483	MCOE	PRESCHOOL	525.00

Date	Num	Name	Account	Amount
5/30/2017	18484	Robert Down Elementary	FIELD TRIP	130.00
5/30/2017	18485	Forest Grove Elementary	FIELD TRIP	555.00
5/30/2017	18486	Forest Grove PTA	DONATION	550.00
5/30/2017	18487	BASRP-FG	BASRP	2,707.00
5/30/2017	18488	BASRP-RD	BASRP	2,894.50
5/30/2017		Jones, Marc	INVESTIGATIONS	270.00
6/7/2017	18489	RETIREE INSURANCE	RETIREE INSURANCE	3,830.14
6/7/2017	18490	BASRP-FG	BASRP	2,449.25
6/7/2017	18491	BASRP-RD	BASRP	806.88
6/7/2017	18492	ADULT EDUCATION	ADULT EDUCATION	2,975.00
6/7/2017	18493	PGMS	FIELD TRIP	150.00
6/7/2017	18494	TEXTBOOKS	TEXT BOOK FEES	234.00
6/7/2017	18495	PGHS LIBRARY	LIBRARY FINES/FEES	85.00
6/7/2017	18496	TEXTBOOKS	TEXT BOOK FEES	260.34
6/7/2017	18497	VOID	VOID	
6/7/2017	18498	CURRICULUM	Curriculum	193.59
6/8/2017	18499	TEXTBOOKS	TEXT BOOK FEES	43.00
6/8/2017	18500	Robert Down Elementary	FIELD TRIP	130.00
6/8/2017	18501	Forest Grove Elementary	DONATION	65.00
6/8/2017	18502	STATE OF CALIFORNIA	SP ED	1,784.04
6/8/2017	18503	PGHS	DONATION	115.38
6/8/2017	18504	MISC	RESTITUTION	100.00
6/8/2017	18505	Fingerprinting	Fingerprint Fees	1,099.00
6/8/2017	18506	Intercare Holding Insurance	WORKERSCOMP	644.82
6/8/2017	18507	TEXTBOOKS	TEXT BOOK FEES	45.00
6/8/2017	18508	Forest Grove Elementary	FIELD TRIP	575.00
6/8/2017	18509	Forest Grove Elementary	FIELD TRIP	475.00
6/13/2017	18510	RETIREE INSURANCE	RETIREE INSURANCE	3,724.55
6/13/2017	18511	BASRP-FG	BASRP	610.50
6/13/2017	18512	ROP	DONATION	130.00
6/13/2017	18513	ADULT EDUCATION	ADULT EDUCATION	875.00
6/15/2017	18514	Monterey Bay Swim Club	SPECIAL RESERVE	7,488.00
6/15/2017	18515	TEXTBOOKS	TEXT BOOK FEES	10.00
6/15/2017	18516	TEXTBOOKS	TEXT BOOK FEES	110.00
6/15/2017	18517	TEXTBOOKS	TEXT BOOK FEES	470.00
6/15/2017	18518	RETIREE INSURANCE	RETIREE INSURANCE	151.22
6/15/2017	18519	ADULT EDUCATION	ADULT EDUCATION	17,949.87
6/20/2017	18520	RETIREE INSURANCE	RETIREE INSURANCE	207.74
6/20/2017	18521	BASRP-RD	BASRP	7.00
6/20/2017	18522	BASRP-FG	BASRP	481.00
6/20/2017	18523	Calvary High School	SPECIAL RESERVE	500.00
6/20/2017	18524	STATE OF CALIFORNIA	SP ED	1,626.99
6/20/2017	18525	ADULT EDUCATION	ADULT EDUCATION	190.00
6/20/2017	18526	ADULT EDUCATION	ADULT EDUCATION	81.97
6/20/2017	18527	ADULT EDUCATION	ADULT EDUCATION	2,715.00
6/20/2017	18528	ADULT EDUCATION	ADULT EDUCATION	180,311.98
Apr 20 - Jun 30, '17				<u>1,301,260.50</u>

**SUBJECT:** Revolving Cash Report No. 6

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

---

**RECOMMENDATION:**

As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.

**BACKGROUND:**

The attached listing identifies payments made from the Revolving Cash Fund during the period from April 20, 2017 through June 30, 2017.

**INFORMATION:**

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



# REVOLVING CASH BOARD REPORT # 6

April 20, 2017- June 30, 2017

Date	Num	Name	Account	Amount
Apr 20 - Jun 30, '17				
4/21/2017	5147	Rick Hayman	ADULT EDUCATION	-85.00
4/21/2017	5148	Mary Albert	TEXT BOOK FEES	-13.00
4/21/2017	5149	Stephanie Amberg	ADULT EDUCATION	-85.00
4/21/2017	5150	Leslie Gill	ADULT EDUCATION	-85.00
4/21/2017	5151	Sherry Williams	ADULT EDUCATION	-85.00
4/21/2017	5152	Indi Whitman	ADULT EDUCATION	-85.00
4/21/2017	5153	Stevie Lepp	ADULT EDUCATION	-120.00
4/21/2017	5154	Nicole Testerman	ADULT EDUCATION	-120.00
4/21/2017	5155	Eileen Nazzaro	ADULT EDUCATION	-150.00
4/21/2017	5156	Duoduo Xu	ADULT EDUCATION	-58.50
4/28/2017	5157	State Board of Equalization	GENERAL	-146.24
4/30/2017		ANALYSIS CHARGE	none	-358.23
5/3/2017	5158	Denise Bedrosian	CAFETERIA	-166.75
5/3/2017	5159	Cathryn Chinn	ADULT EDUCATION	-150.00
5/3/2017	5160	Frances Talley	ADULT EDUCATION	-10.00
5/19/2017	5161	Brianne Pedersen	ADULT EDUCATION	-130.00
5/31/2017		ANALYSIS CHARGE	none	-243.65
6/5/2017	5162	Mary Albert	TEXT BOOK FEES	-13.00
6/5/2017	5163	Keri Bowman	FIELD TRIP	-44.00
6/5/2017	5164	Abdul Musawer	FIELD TRIP	-44.00
6/5/2017	5165	Maribel Avila	FIELD TRIP	-44.00
6/5/2017	5166	Tara Payne	CAFETERIA	-9.00
6/7/2017	5167	Chi-Ping Shih	CAFETERIA	-61.75
6/7/2017	5168	Karen Lindstrom	TEXT BOOK FEES	-12.00
6/7/2017		BANK FEE	BANK FEE	-49.00
6/7/2017	5169	Jo Hertel	CAFETERIA	-10.00
6/7/2017	5170	Debbie Crandell	CAFETERIA	-32.75
6/7/2017	5171	Leslie Procive	CAFETERIA	-98.25
6/14/2017	5172	Tara Payne	CAFETERIA	-23.00
6/14/2017	5173	Sean Reeves	TEXT BOOK FEES	-75.00
6/15/2017		ANALYSIS CHARGE	none	-261.76
6/16/2017	5174	Alexis Everett	TEXT BOOK FEES	0.00
6/16/2017	5175	Myrna Nader	TEXT BOOK FEES	-10.00
6/16/2017	5176	Lindsey Taylor	ADULT EDUCATION	-300.00
6/16/2017	5177	Camden Shell	ROP	-54.36
6/16/2017	5178	Keri Bownan	CAFETERIA	-27.25
6/16/2017	5179	Alexis Everett	TEXT BOOK FEES	-12.00
Apr 20 - Jun 30, '17				<u>-3,272.49</u>

**SUBJECT:** Agreement for Legal Services, 2017-18

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

---

**RECOMMENDATION:**

Administration recommends the Board review and approve the agreement for legal services with Lozano Smith for 2017-18.

**BACKGROUND:**

Lozano Smith has been the District's legal counsel for several years, assisting with general and special education matters. The most recent rate increase was in 2013-14.

**INFORMATION:**

The agreement for 2017-18 school year contains no rate changes.

Karen M. Rezendes  
*Attorney at Law*

E-mail: krezendes@lozanosmith.com

June 5, 2017

Ralph Gomez Porras  
Superintendent  
Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

Re: 2017-2018 Agreement for Legal Services

Dear Dr. Porras:

Thank you for the opportunity to partner with you during the 2016-17 school year. We appreciate the trust you place in Lozano Smith, and we look forward to another promising year for your district and students.

We are pleased to note that there are no changes to our 2017-18 agreement for legal services and our rate structure remains unchanged.

As a valued client, we invite you to take advantage of Lozano Smith's portal of client resources at ([LozanoSmith.com/clientresources](http://LozanoSmith.com/clientresources)). The portal contains resources for some of the most pertinent legal issues, and incorporates trainings prepared in partnership with the State's leading education associations.

As a firm, we will continue to bill actual time spent, without any required minimum billing period for phone calls or email correspondence. Our practice, designed to save costs for clients, will remain at the industry-leading 1/10 (.10) of an hour increment. In addition, we also continue to use a "tiered" billing system to ensure that when appropriate, associate attorneys can be utilized, providing you with cost savings. Each of our attorneys is placed at the appropriate "tier" based on their experience.

As part of an annual review, we adjust legal staff fees to reflect updated tiered status for attorneys based upon their years of experience. The tier structure established in our current agreement for legal services is not changing, and we will extend our current agreement into the 2017-2018 year. Should you have questions regarding the billing rate for a particular attorney, please feel free to contact us.

Because there are no changes to our agreement for legal services, there is no legal requirement for Board approval. If you prefer to take the matter to the Board, we would be pleased to provide you with a new agreement for 2017-2018.

We look forward to another rewarding year, together.

Sincerely,

LOZANO SMITH



Karen M. Rezendes  
Managing Partner

KMR/lt

**SUBJECT:** California School Board Association Membership

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

---

**RECOMMENDATION:**

The Administration recommends that the Board review and approve the membership for California School Board Association dues for 2017-18 in the amount of \$7,136.00.

**BACKGROUND:**

In the 2012 – 2013 school year, due to the negative financial impact and reduced need for California School Boards Association services, the PGUSD Trustees voted to discontinue membership in that association. In 2013-14 school year the PGUSD Trustees voted to re-engage services with CSBA so that the Board could access the benefits of the annual conference and new designed trainings associated with board governance, the new California Common Core Standards and other policy services.

**INFORMATION:**

Benefits of Membership

As the only statewide organization representing the local school governance perspective, the California School Boards Association provides resources to help fulfill the complex roles. CSBA provides a wide range of advocacy, leadership development, policy, information, financial and other support services.

CSBA's range of critical services includes but is not limited to:

- Legislative Advocacy
- Communications
- Policy and Programs
- Policy Services and Governance Technology Services
- Education Legal Alliance
- Leadership Development
- Governance Consulting
- Financial and District Services

Membership in CSBA gives board members and administrators access to the resources that help them fulfill their complex governance and leadership roles and ensure high levels of student achievement.

**FISCAL IMPACT:**

Membership for California School Board Association dues for 2017-18 in the amount of \$7,136.00.





May 5, 2017

Superintendent and Board President  
Pacific Grove USD  
435 Hillcrest Ave  
Pacific Grove, CA 93950-4900

Dear Superintendent and Board President,

~~Thank you for your continued membership in CSBA. Your 2017-18 dues invoice is enclosed.~~

Your advocacy is needed now more than ever as California public schools face the challenges of inadequate funding, additional mandates and other emerging issues. In response to the rapidly changing public education climate, CSBA's Board of Directors has established a set of strategic initiatives that reaffirm and enhance the association's commitment to CSBA members by developing new board member professional development and training programs, expanding our grassroots advocacy, and addressing the adequacy and opportunity gaps.

CSBA proudly provides the comprehensive services and support you need to ensure a high-quality education for all of your students. Nearly 1,000 educational agencies rely on our wide range of services and programs, including legislative and legal advocacy, leadership development, board policy development and maintenance, policy research and guidance, media and community relations, and district services and financial programs. The enclosed overview of CSBA's 2016-17 accomplishments and information about our Education Legal Alliance highlight how your membership can continue to help create invaluable educational opportunities for students.

CSBA is *your* organization! We encourage you to contact us with your member needs at 800- 266-3382 or [csba@csba.org](mailto:csba@csba.org). For reference, you are in CSBA Region 9. The CSBA Director providing leadership and support in your region is Tami Gunther of the Atascadero USD.

~~Your continued membership enables CSBA to provide the best services and support for you, your students and your schools. Thank you for your dedication and continuing service to your community.~~

Sincerely,

Susan M. Henry  
CSBA President

Enclosures



Please refer to your invoice number and customer number in all communications regarding this invoice.

**Invoice Number**      **Invoice Date**      **PO #**  
 INV-32695-H2J8C8      5/2/2017

**Bill To:**  
 Pacific Grove USD  
 435 Hillcrest Ave  
 Pacific Grove, CA 93950-4900  
 United States

**Ship To:**  
 Pacific Grove USD  
 435 Hillcrest Ave  
 Pacific Grove, CA 93950-4900  
 United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership ( 07/01/2017 - 06/30/2018 )	\$7,136.00	1.00	\$7,136.00	
<del>ELA</del>	<del>ELA Membership ( 07/01/2017 - 06/30/2018 )</del>	<del>\$1,784.00</del>	<del>1.00</del>	<del>\$1,784.00</del>	

**Total Invoice:** \$8,920.00

**Total Paid:** \$0.00

**Balance Due:** \$8,920.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT



Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100588	INV-32695-H2J8C8	05/02/2017		\$8,920.00 7,136.00

**Make checks payable to:**  
 California School Boards Association - CSB (6744)  
 c/o West America Bank  
 P.O. Box 1450  
 Suisun City, CA 94585-4450

**Bill To:**

Pacific Grove USD  
 435 Hillcrest Ave  
 Pacific Grove, CA 93950-4900  
 United States

Regular Board Meeting of June 29, 2017

# Together we make a difference!



*In 2016-17, your membership dues enabled CSBA to:*

- » Save school districts and county offices of education upwards of \$150 million by fending legislative attempts to reduce school district and county board of education authority over charter schools (SB 1434), teacher evaluation (AB 575 and SB 499), new employee orientation (AB 2835) and unemployment compensation (AB 2197).
- » Argue successfully to reclaim the costs of state-mandated tests, positioning school districts to recoup approximately \$139.6 million as of December 2016 and allowing districts to file claims each year.
- » Achieve an initial victory in the legal effort to hold the state accountable for shortchanging the Proposition 98 minimum guarantee through the deletion of childcare costs from the minimum guarantee calculations.
- » Continue the legislative effort to fix the reserve cap and move closer toward alleviating the threat the law poses to staffing levels and programs during recessionary times.
- » Lobby members of Congress and federal agencies on the new Every Student Succeeds Act (ESSA), special education funding, rural schools funding, internet access and other essential federal programs and hold a briefing in Washington, D.C. for the staff of the California Congressional Delegation.
- » Support the passage of the \$9 billion school bond, one of four state ballot measures (51, 55, 56 and 58) that CSBA supported and voters approved.
- » Issue eight board policy update packets, revising 143 sample policies, bylaws, regulations and exhibits to reflect current events and the changing needs of districts. CSBA also released 45 county-specific board policies and bylaws.
- » Facilitate Policy Development Workshops in 47 school districts, including several consortiums that helped small districts come together to maximize resources.
- » Publish CSBA's first-ever Policy and Programs Annual Review, a 23-brief compendium of the year's top research on critical issues such as student performance, data analysis, charter schools and the teacher shortage.
- » Produce a report on the Local Control and Accountability Plan (LCAP) template using input from more than 260 local governing board members and calling for changes that promote greater clarity, ease-of-use and transparency, as well as additional state-level support.
- » Raise awareness about foster youth through a multimedia campaign of research briefs, videos, magazine and newsletter articles and social media outreach.
- » Launch CSBA's inaugural Leadership Institute where 400 school board members and education leaders met for two days of hands-on learning, leadership skill building and inspiring, thought-provoking presentations and conversations.
- » Convene the 2016 Annual Education Conference and Trade Show (AEC) — the largest and most comprehensive education conference offered in California — providing more than 120 breakout sessions, two three-part workshop series on governance and advocacy and a conference strand dedicated to students' social and emotional well-being for 5,680 attendees.
- » Provide Masters in Governance trainings, nearly 100 customized Governance Consulting Workshops, 35 other training sessions and informational webcasts.

**For a more comprehensive list** of CSBA's recent accomplishments, please read the 2016 Year in Review available at [www.csba.org/2016YearInReview](http://www.csba.org/2016YearInReview).

**SUBJECT:** Approval of California School Board Association GAMUT Online Service Agreement

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the California School Board Association (CSBA) GAMUT Online Service Agreement dues for 2017-18 in the amount of \$2,270.00.

**INFORMATION:**

Benefits of GAMUT Online include providing Pacific Grove Unified School District with a web-based policy information service, incorporating the complete CSBA Policy Update Reference Manual- more than 800 sample policies, regulations and exhibits- with links to related resources.

**FISCAL IMPACT:**

GAMUT Online Service Agreement due for 2017-18 in the amount of \$2,270.00.





May 15, 2017

Superintendent and Board President  
Pacific Grove USD  
435 Hillcrest Ave  
Pacific Grove, CA 93950-4900

Dear Superintendent and Board President,

Thank you for your continued subscription to CSBA's Policy Service(s). Enclosed is the 2017-18 invoice for the policy services to which your district subscribes.

We are very excited about the work we will be conducting on your behalf and our continued investment in the products and services that support you, our valued member. To ensure that we are able to continue to provide you with quality products and services, as well as ongoing expert policy advice, we have adjusted our rates for the upcoming year. This adjustment is reflected in the enclosed invoice.

In our continuing effort to improve the services we provide to our members, we have also updated the format of the annual service agreements for GAMUT Online and Manual Maintenance. The contract revisions clarify the terms and conditions of the agreement, but do not change the substantive rights and responsibilities of the parties. The updated service agreements allow CSBA to provide improved services and increase our efficiency as we move forward with updates to GAMUT Online, Manual Maintenance, and our other Policy Services.

Thank you for understanding that this price increase allows us to maintain the superior standard of our products and services. If you have any questions, please contact our office at 1-800-266-3382.

Sincerely,

Robert Tuerck  
Senior Director,  
Policy Development and Governance Technology Services



Please refer to your invoice number and customer number in all communications regarding this invoice.

**Invoice Number**      **Invoice Date**      **PO #**  
 INV-35134-D7G9M9      5/15/2017

**Bill To:**  
 Pacific Grove USD  
 435 Hillcrest Ave  
 Pacific Grove, CA 93950-4900  
 United States

**Ship To:**  
 Pacific Grove USD  
 435 Hillcrest Ave  
 Pacific Grove, CA 93950-4900  
 United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GOL	Gamut Online ( 07/01/2017 - 06/30/2018 )	\$2,270.00	1.00	\$2,270.00	Net 30

**Total Invoice:** \$2,270.00

**Total Paid:** \$0.00

**Balance Due:** \$2,270.00



PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100588	INV-35134-D7G9M9	05/15/2017	Net 30	\$2,270.00

**Make checks payable to:**  
 California School Boards Association - CSB (6744)  
 c/o West America Bank  
 P.O. Box 1450  
 Suisun City, CA 94585-4450

**Bill To:**  
 Pacific Grove USD  
 435 Hillcrest Ave  
 Pacific Grove, CA 93950-4900  
 United States

Consent Agenda Item I

**CALIFORNIA SCHOOL BOARDS ASSOCIATION  
GAMUT ONLINE SERVICE AGREEMENT**

This GAMUT Online Agreement (Agreement) is entered into between the California School Boards Association (CSBA) and Pacific Grove USD of Pacific Grove, California (District) and shall be effective on the date executed by District.

WHEREAS CSBA is a statewide membership association for California school districts and county offices of education.

WHEREAS California school districts and county offices of education, including District, are required by law to establish policies and procedures for the governance and operations of educational programs and other activities for which they are responsible.

WHEREAS CSBA has written or developed, and as necessary, updates, a reference policy manual, including sample policies, regulations, bylaws, and exhibits, based on applicable state and federal law.

WHEREAS subject to the terms and conditions of this Agreement, CSBA grants school districts and county offices of education which are CSBA members in good standing a nontransferable and nonassignable access to its reference policy manual.

NOW THEREFORE, CSBA and District in consideration of the covenants herein contained, and other good and valuable consideration, agree as follows:

**I. CSBA RESPONSIBILITIES**

CSBA agrees to the following:

- a. Provide online access to CSBA's reference policy manual, including sample policies, regulations, bylaws, and exhibits and links to related policy resources through GAMUT, CSBA's web-based policy hosting platform
- b. Provide regular notifications of policy updates, sent to the District Liaison through email or other means of electronic communications.
- c. Provide District with user accounts to access GAMUT.

**II. DISTRICT RESPONSIBILITIES**

District accepts responsibility for updating and maintaining District policies consistent with applicable laws and agrees to the following:

- a. Comply with the GAMUT Online License Agreement (Attachment A).



**CALIFORNIA SCHOOL BOARDS ASSOCIATION**  
**GAMUT ONLINE SERVICE AGREEMENT**

Consent Agenda Item I

- b. Designate a member of its administrative staff to serve as the District Liaison ("Liaison") to CSBA and advise CSBA of the name of the Liaison. The Liaison shall be responsible for all contacts with CSBA and the Policy Services Consultant, and for timely submitting to CSBA all information and documents to be provided by District under this Agreement. If District Liaison is not designated, the official who signs this Agreement on behalf of District shall be deemed the Liaison.
- c. This Agreement automatically renews and the fees therefor are due on July 1 each year.
- d. The CSBA samples policies, regulations, bylaws, and exhibits to which District is given access are CSBA's proprietary materials, they are provided for the District's sole use, and they may not be transmitted, reproduced, or distributed to others, in whole or in parts, without CSBA's written consent.

**III. FEES AND PAYMENT SCHEDULE**

- a. In consideration for the services provided by CSBA under this Agreement, District shall pay an annual fee of \$2270.00 to CSBA, based on the CSBA payment schedule for GAMUT Online Service.
- b. CSBA shall have the right to adjust the annual fee to reflect changes in the cost of providing services described in this Agreement. CSBA, through its regular billing process, shall provide notice of any such change by June 1 each year, and District shall have the right to cancel this Agreement in accordance with the terms and provisions contained herein.
- c. The annual fee shall be due and payable on July 1 each year and CSBA reserves the right to suspend any services of this Agreement if payment is not received by August 31 of that year.

**IV. TERM**

- a. The term of this Agreement shall commence upon the mutual execution of this Agreement by the undersigned agents of CSBA and District and shall remain in effect and be deemed automatically renewed July 1 of each year unless terminated by either District or CSBA in a written notice delivered to the other party no later than June 15.
- b. In the event District fails to maintain its membership in CSBA or to timely pay the annual fees described in Section III of this Agreement, CSBA shall have no obligation to perform any services under this Agreement.

**Page 2 of 4**



Consent Agenda Item I

**CALIFORNIA SCHOOL BOARDS ASSOCIATION  
GAMUT ONLINE SERVICE AGREEMENT**

**V. COPYRIGHT**

- a. All copies of CSBA's sample policies, regulations, bylaws, and exhibits, including electronic, digital, or other data storage device containing such materials, as well as the materials made available through CSBA's GAMUT website, are for District's sole use and shall not be made available for use outside of District.
- b. District shall comply with the GAMUT End User License Agreement attached to the District's GAMUT Online Service Agreement with CSBA.

**VI. DISCLAIMER OF WARRANTY**

- a. District acknowledges that by providing the services described in this Agreement, CSBA, its employees, agents, representatives and consultants are neither acting as District's legal counsel nor providing legal advice or counsel to District.
- b. CSBA policy services provide sample policies, administrative regulations, bylaws and exhibits as a resource for school districts and county offices of education in developing their own policy manual and are not intended for exact replication or as a substitute for legal advice. CSBA's samples are a reflection of current law and do not necessarily express the personal or political opinions or viewpoints of CSBA, its Board of Directors, or its employees.
- c. Although CSBA's sample policies, regulations, bylaws and exhibits have been carefully crafted and thoroughly reviewed, they contain no warranty as to their sufficiency for addressing District's specific legal situations. District is cautioned to seek the advice of its legal counsel when confronted with legal questions or situations requiring legal advice.

**VII. MISCELLANEOUS**

- a. This Agreement and any Attachments hereto contain all of the terms and conditions agreed upon by CSBA and District relating to the matters covered by this Agreement, and supersede any and all prior and contemporaneous agreements, negotiations, correspondence, understandings, and communications between CSBA and District, whether oral or written, respecting the matters covered by this Agreement.
- b. This Agreement may be modified or amended only by a writing signed by the CSBA and District, or their authorized representatives.

Consent Agenda Item I

**CALIFORNIA SCHOOL BOARDS ASSOCIATION  
GAMUT ONLINE SERVICE AGREEMENT**

- c. The language in all parts of this Agreement, unless otherwise stated, shall be construed according to its plain and ordinary meaning. This Agreement shall be construed pursuant to California law, without regard to conflict of law principles.
- d. This Agreement may be executed in one or more counterparts which, taken together, shall be deemed to constitute one and the same document. An executed copy of this Agreement shall be valid as an original. Signatures of the Parties transmitted by facsimile or email shall be deemed binding.

**VIII. CANCELLATION**

- a. Either CSBA or District may terminate this Agreement at any time by providing at least thirty (30) days notice in writing to the other party.
- b. CSBA may terminate this contact if District fails to maintain its membership in CSBA or to timely pay the annual fees described in Section III of this Agreement.
- c. District understands and acknowledges that no refunds of any fees described in Section III of this Agreement will be given by CSBA if District cancels this Agreement after September 1 of the fiscal year.

California School Boards Association

Pacific Grove USD

\_\_\_\_\_  
Robert Tuerck

\_\_\_\_\_  
Name of Official

\_\_\_\_\_  
Sr. Director, Policy Development &  
Governance Technology  
\_\_\_\_\_  
Title of Official

\_\_\_\_\_  
Title of Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Please sign both copies of this Agreement. One copy is to be retained by the district and one copy is to be returned to CSBA Policy Services, 3251 Beacon Blvd., West Sacramento, CA 95691.**



**Attachment A****CALIFORNIA SCHOOL BOARDS ASSOCIATION  
GAMUT ONLINE LICENSE AGREEMENT**

This licensing agreement is incorporated by reference in the GAMUT Online Service Agreement and the terms and conditions stated herein shall have the same effect as if expressly stated in the GAMUT Online Service Agreement.

**NOTICE TO USER** - California School Boards Association (CSBA) is the sole and exclusive owner of the GAMUT Online policy information system (PIS) and hereby grants a nontransferable, nonassignable license to use the GAMUT Online PIS under the terms and conditions of this agreement. By using the GAMUT Online PIS, licensee agrees to all the terms and conditions of this agreement. Any licensee who does not agree with the terms and conditions of this agreement must notify CSBA that they do not agree and CSBA will terminate the licensee's user accounts.

**PROPRIETARY RIGHTS** - The GAMUT™ software and accessible data are valuable property of CSBA. Licensee will not make or have made, or permit to be made, any copies of the software, documentation, or any portion thereof. The software provides access to data which licensee is authorized to adapt or customize for its sole and exclusive use or benefit. Licensee agrees not to modify, adapt, translate, decompile, disassemble the software or create derivative works based on the software. Licensee agrees not to distribute the accessible data, passwords, or other access information to anyone other than its employees and officials.

**TRADE SECRET** - Licensee acknowledges that the software is confidential in nature and constitutes a trade secret of CSBA. Licensee agrees not to sell, rent, license, distribute, transfer, or directly or indirectly permit the sale, rental, licensing, distribution, or transfer of the software to any other party, either during the term of this agreement or thereafter. Licensee agrees to use its best efforts to prevent inadvertent disclosure of the software to any third party during the term of this agreement or thereafter.

**LIMITED WARRANTY** - The GAMUT Online PIS is provided "as is" without warranty of any kind, either expressed or implied, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CSBA does not warrant that functions contained in the GAMUT Online PIS program will meet the user's requirements or that the operation of the program will be uninterrupted or error free. CSBA does not warrant the accessible data to be error free.

**NO LIABILITY FOR CONSEQUENTIAL DAMAGES** - In no event shall CSBA be liable for any damages whatsoever (including, without limitation, damages for loss of profits and/or savings, business interruption, loss of business information or other pecuniary losses) arising from use or inability to use the GAMUT Online PIS.

**LICENSEE'S RESPONSIBILITIES** - Licensee is responsible for insuring the proper configuration of any hardware used in operating GAMUT Online PIS and for establishing and implementing procedures necessary for the fulfillment of licensee's obligations under this agreement. Licensee agrees to inform all of the licensee's users of licensee's obligations and responsibilities under this agreement including, but not limited to, the nondistribution requirement.

**SUBJECT:** Monterey Bay Charter School Lease Revision #12

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The District Administration recommends approval of Revision #12 with the Monterey Bay Charter School, extending the term of the lease to June 30, 2018.

**BACKGROUND:**

Beginning in 2001, the District began leasing space at the David Avenue School to the Monterey Bay Charter School. Since then, there have been several revisions to the lease, either for additional space, increasing the rate, or extension of the term of the lease. The current lease expires June 30, 2016.

Under Lease Revision #8, the MB Charter School increased its classroom space by adding the entire D Wing (4,800 square feet). At that time, the District cleaned and painted rooms, replaced broken windows, carpeting and lighting, and added electrical outlets as needed.

Under Lease Revision #9, the MB Charter School increased space by adding the Multi-purpose Room (1,692 square feet, Total now 17,897 sf).

Under Lease Revision #10, the MB Charter School increased space by adding the storage room in the Multi-purpose Room (327 sf, total now 18,224 sf).

Under Lease Revision #11, the MB Charter School increased space by adding room E-4 (926 sf, total now 19,150 sf).

The District currently charges monthly rent of \$0.913 per square foot for 19,150 square feet, for a total of \$209,807 per year in revenue.

**INFORMATION:**

At this time the District is recommending increasing to the lease rate by 1.50% (from \$0.913/sf to \$0.927/sf).

This will result in lease revenue of \$213,024 per year.

This is an increase of \$3,218 per year.

All of the lease revenue from the David Avenue Campus goes into the Capital Projects Fund (Fund 40).

**FISCAL IMPACT:**

\$213,024 per year in revenue for Fund 40.

**Revision #12**  
Of Lease Agreement Between  
Pacific Grove Unified School District  
And  
Monterey Bay Charter School

This document revises language contained within the agreement of April 5, 2001, as revised by:

**Revision #1** of August 9, 2002 (B-Wing 6,000 sf, C-Wing 4,445 sf, E-3 960 sf = total 11,405 sf)

**Revision #2** of September 24, 2002

**Revision #3** of February 16, 2006

**Revision #4** of May 19, 2006

**Revision #5** of August 6, 2009

**Revision #6** of August 10, 2010 (remove C-Wing restrooms and add B-Wing restrooms)

**Revision #7** of May 17, 2012 (add D-Wing 4,800 sf = total 16,205 sf)

**Revision #8** of May, 2013 (increase rent to \$0.812 per sf)

**Revision #9** of May 8, 2014 (increase rent to \$0.853 per sf and add MPR 1,692 sf. New Total = 17,897 sf)

**Revision #10** of May 21, 2015 (increase rent to \$0.895 per sf. Add 327 sf storage room. Total 18,224 sf)

**Revision #11** of June 30, 2016 (increase rent to \$0.913 per sf. Add 926 sf Room E-4. Total 19,150 sf)

**Revision #12:**

- 1) Article 4 RENT: All rents shall be increased by 1.50% to reflect monthly rent of \$0.927 per sf.
- 2) All other provisions as of Revision #11 remain unchanged.

**Agreed to by:**

Lessor: **Pacific Grove Unified School District**

By:  \_\_\_\_\_

Name: Rick Miller

Title: Assistant Superintendent

Date: 6/13/17

Lessee: **Monterey Bay Charter School**

By: \_\_\_\_\_

Name: Cassandra Gallup Bridge

Title: Director

Date: \_\_\_\_\_



**SUBJECT:** Special Education Contracts for 2017-2018

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve this list of contract for services in the projected amount of \$1,042,042.

**BACKGROUND:**

Students with special needs often require services beyond those which are provided through the district's program and personnel. This requires the district to enter into contracts with outside providers to make these additional services available.

**INFORMATION:**

**The following contracts for the 2017-2018 school year are attached:**

Central Coast Kids and Families	\$700,000
Pine Hill South NPS (potential placement of 2 students)	\$94,050
MCOE Physical Therapist-(.20 and indirect costs)	\$40,969
*Community Health Services	\$15,805
F.A.S.T. Interpreters for all Languages	\$6,000
SNS Sign Language Interpreter	\$4,000

**The following are paid through MOU Billbacks**

MCOE 1 student placement	\$127,720
MCOE transportation 1 student	\$48,895
MPUSD Adaptive PE teacher (.05 and mileage)	\$4,603

**Total \$1,042,042**

**FISCAL IMPACT:**

Funds for these contracts will be built into the 2017/2018 Student Services budget.

\*Community Human Services contract is split funded from the School Safety, Guidance, and Board of Education accounts

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue

Pacific Grove, CA 93950

Consent Agenda Item K

CONTRACT FOR SERVICES

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

This contract is an agreement between the Pacific Grove Unified School District and

**Central Coast Kids and Families** for services rendered as specified below.

1. **Scope of Service:**

To provide aide support to students with disabilities provided as needed to one or more students as per IEP team decisions based on the needs of the student/s.

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

Students with disabilities will be provided aide support as needed during the school day for instructional, behavioral, medical, and supervisory support.

3. **Length of the Contract:**

Service is to be provided on the following date(s):

SY 2017/2018 August 7, 2017-June 30, 2018

4. **Financial Consideration:**

CCKF aides will be provided on all campuses in accordance with students' IEPs for 220 days including Extended School Year, up to 7 hours a day. Initial projected cost \$700,000

School Funding Source: 01-6500-0-5750-1180-5800-00-000-2350-0740

Consultant: Central Coast Kids and Families

Address 1245 10<sup>th</sup> Street, Monterey, CA 93940

Signed \_\_\_\_\_ Date \_\_\_\_\_

☐ 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 06/12

## 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.

Claire Davies  
District/Site Administrator

6/22/17  
Date



PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Consent Agenda Item K

435 Hillcrest Avenue

Pacific Grove, CA 93950

CONTRACT FOR SERVICES

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

This contract is an agreement between the Pacific Grove Unified School District and **Pine Hill South** for services rendered as specified below.

1. **Scope of Service:**

To provide a non public school setting for a middle school student with special needs.

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

Student will access his/her education in order to make reasonable educational progress with consistent attendance and a marked decrease in behaviors that disrupt the educational environment and prevent the student from engaging in the educational process.

3. **Length of the Contract:**

Service is to be provided on the following date(s):  
SY 2017/2018 August 7, 2017-June 30, 2018

4. **Financial Consideration:**

Consultant to be paid at the rate of: \$225 a day for 209 school days not to exceed \$47,025  
School Funding Source: 01-6500-0-5750-1180-5800-00-000-2300-0740

Consultant: Pine Hill South, Tara Bevington, Executive Director

Address: 1325 Bouret Drive, San Jose, CA 95118

Signed \_\_\_\_\_ Date \_\_\_\_\_  
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 06/12

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

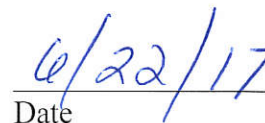
## Contract for Services Criteria

**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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue

Pacific Grove, CA 93950

Consent Agenda Item K

CONTRACT FOR SERVICES

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

This contract is an agreement between the Pacific Grove Unified School District and **Pine Hill South** for services rendered as specified below.

1. **Scope of Service:**

To provide a non public school setting for a high school student with special needs.

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

Student will access his/her education in order to make reasonable educational progress with consistent attendance and a marked decrease in behaviors that disrupt the educational environment and prevent the student from engaging in the educational process.

3. **Length of the Contract:**

Service is to be provided on the following date(s):

SY 2017/2018 August 7, 2017-June 30, 2018

4. **Financial Consideration:**

Consultant to be paid at the rate of: \$225 a day for 209 school days not to exceed \$47,025

School Funding Source: 01-6500-0-5750-1180-5800-00-000-2300-0740

Consultant: Pine Hill South, Tara Bevington, Executive Director

Address: 1325 Bouret Drive, San Jose, CA 95118

Signed \_\_\_\_\_ Date \_\_\_\_\_  
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 06/12



## Contract for Services Criteria

Consent Agenda Item K

### 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.

Claire Davies  
District/Site Administrator

6/22/17  
Date

Ref: Contract for Services Criteria

Revised 06/12



# Monterey County Office of Education

Consent Agenda Item K

Dr. Nancy Kotowski  
County Superintendent of Schools

April 4, 2017

Clare Davies,

Enclosed is the district agreement for Physical Therapy Assessment and Services for the 2017 – 2018 school year. Please sign all three copies of the agreement, insert the budget code and return to me in the enclosed envelope. Upon receipt of signed documents, they will be processed through the Monterey County Office of Education Business Office. Authorization will then be given to the contracted Physical Therapist to commence services the first week in August, 2017.

If you have any questions, please contact me.

Thank you,

Sue Thornton  
Resource Specialist II  
Monterey County Office of Education, Special Education  
901 Blanco Circle  
Salinas, CA 93901  
Desk 831 755-0500 ext 432  
Email: sthornto@montereycoe.org



AGREEMENT BETWEEN MONTEREY COUNTY OFFICE OF EDUCATION  
SPECIAL EDUCATION DIVISION  
AND THE  
PACIFIC GROVE UNIFIED SCHOOL DISTRICT

This AGREEMENT is entered into effect August 7, 2017 by and between the Monterey County Office of Education Division, hereinafter referred to as "MCOE", and Pacific Grove Unified School District for the purpose of providing **SPECIAL EDUCATION SERVICES** for Pacific Grove Unified School District

WHEREAS, MCOE is able and willing to provide these services, contingent on staff and program availability, and

WHEREAS, the local education agency requests MCOE to provide such services,

NOW, THEREFORE, the MCOE and the local education agency agree and understand as follows:

1. The MCOE shall provide the following, contingent upon staff and program availability:

**Service**

Physical Therapy Assessments and Services

2. The local education agency will be charged through a quarterly fund transfer for 20% of the cost of the position plus mileage and indirect cost.

Total Annual Estimated Cost  $\$83.00 \times 8 \text{ hours} \times 200 \text{ days} = \$132,800.00$

Mileage will be based on 20% of total mileage at the state approved rate.

Indirect Cost will be based on the state approved rate – 10.85%

Please indicate below the budget you would like MCOE to use in processing the fund transfer.

-----

3. This agreement shall be effective upon its ratification by the local education agency and its execution by MCOE. All contracts must be renewed annually on or prior to July 1<sup>st</sup> each year.

\_\_\_\_\_  
Mariphil Romanow-Cole  
Assistant Superintendent  
Special Education Division

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local Education Agency  
Clare Davies  
Director of Student Services

\_\_\_\_\_  
Date

\_\_\_\_\_  
Garry Bousum  
Associate Superintendent  
Finance & Business  
Services Division

\_\_\_\_\_  
Date



PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue

Pacific Grove, CA 93950

Consent Agenda Item K

CONTRACT FOR SERVICES

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

This contract is an agreement between the Pacific Grove Unified School District and **Community Human Services** for services rendered as specified below.

1. **Scope of Service:**

To provide individual and group counseling services to secondary students attending PGMS, PGHS, and PGCHS.

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

Students will receive counseling services based on referrals made by parents, school staff, administrators and requests from students themselves.

3. **Length of the Contract:**

Service is to be provided on the following date(s):  
SY 2017/2018 August 9, 2017-June 1, 2018

4. **Financial Consideration:**

CHS to be paid at the rate of \$30.00 an hour for 526 hours not to exceed a total of \$15,805  
School Funding Sources:

01-0000-0-1110-3110-5800-00-000-5300-0750	\$5,550
01-0000-0-1110-1000-5800-00-000-4969-0720	\$6,360
01-0000-0-0000-7110-5300-00-000-6100-0720	\$3,895

Consultant: Community Human Services

Address: P.O. Box 3076, Monterey, CA 93940

Signed \_\_\_\_\_ Date \_\_\_\_\_  
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 06/12

## 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.

*Claire Davies*

District/Site Administrator

*6/22/2017*

Date



## Consent Agenda Item K

Pacific Grove, CA 93950

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

### **1. Scope of Service:**

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

### 3. Length of the Contract:

SY 2017/2018 August 7, 2017-June 30, 2018

#### 4. Financial Consideration:

Consultant to be paid at the rate of: \$90.00/hr. for Spanish, \$130-150/hr. for other languages with a 2 hr. minimum assignment, plus the IRS mileage reimbursement rate if traveling from out of the area. Cancellation policy: 24 hr. notice for Spanish, 48 hr. notice for other languages. Contract not to exceed \$6,000

Consultant: F.A.S.T. Services

Address 115 Capitol St., Salinas, CA 93901

Signed \_\_\_\_\_ Date \_\_\_\_\_

Independent Consultant \*

Signed \_\_\_\_\_ Date \_\_\_\_\_

Site/Program Administrator – (Check appropriate box below)

<sup>1</sup> 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 06/12

## 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.

Clare Davies  
District/Site Administrator

June 22, 2017  
Date

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue

Pacific Grove, CA 93950

Consent Agenda Item K

CONTRACT FOR SERVICES

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

This contract is an agreement between the Pacific Grove Unified School District and **Sharon Neumann Solos, MA, CSC, SC:L** for services rendered as specified below.

1. **Scope of Service:**

To provide sign language interpretation services as needed for meetings, teacher conferences and school events.

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

PGUSD will maintain compliance with the Americans with Disabilities Act by providing the needed support for individuals who require sign language interpretation.

3. **Length of the Contract:**

Service is to be provided on the following date(s):

SY 2017/2018 July 1, 2017-June 30, 2018

4. **Financial Consideration:**

\$250.00 an hour not to exceed 16 hours total contract amount \$4,000

School Funding Source: 01-0000-0-1110-3140-00-000-5300-0750

Consultant: SNS Interpreting

Address: 1184 Arroya Dr., Pebble Beach, CA 93953

Signed \_\_\_\_\_ Date \_\_\_\_\_  
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 06/12



## Contract for Services Criteria

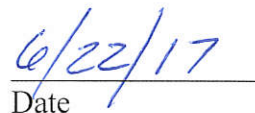
Consent Agenda Item K

### 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

Ref: Contract for Services Criteria

Revised 06/12

**SUBJECT:** Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes 2017-18

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Memorandum of Understanding between Pacific Grove Unified School District and Carmel Unified School District for the placement of students with disabilities in Special Day Classes for 2017-18.

**BACKGROUND:**

Carmel Unified School District placed students in our Special Day Classes during the 2016/17 school year and would like to continue to develop this partnership in order to expand placement options for their students.

**INFORMATION:**

By entering into this MOU with Carmel USD we will create economy of scale and offset the cost of operating our special classes. The acceptance of students will be on a case by case basis and require renewal every school year through the IEP process. Inter-district transfer paperwork is not required for placement.

An Individual Service Agreement (ISA) is created for each student that details the cost of tuition, and related services (OT, PT, Speech Therapy) and the cost of extended school year. If a student requires a one to one aide and/or bus rider, CUSD is responsible to provide the personnel directly. CUSD will provide bus transportation for their students.

**FISCAL IMPACT:**

Projected Revenue:

Tuition per student	\$40,000
Tuition ESY	\$5,000
Speech Therapy	\$90.00 an hour
Occupational Therapy	\$90.00 an hour
Physical Therapy	\$90.00 an hour



# Monterey County Special Education Local Plan Area

## Regional Collaboration for Student Success

### Agreement for Regional Operation of Special Education Programs

THIS AGREEMENT is entered into pursuant to the provisions of Part 30 of the Education Code of the State of California (commencing with Section 56000 et seq.) concerning the statewide operation of the Master Plan for Special Education, and in accordance with the provisions of the Individuals with Disabilities Education Act and Section 504 of Public Law 93-112, as amended, and state and federal regulations relating thereto. This Agreement is made by and between the Pacific Grove Unified School District, hereinafter referred to as LEA of operation, and the Carmel Unified School District, hereinafter referred to as the LEA/s of residence, participants in the Monterey County Special Education Local Plan Area, hereinafter referred to as SELPA.

The governing board of each participating LEA has approved this Agreement, and has authorized the execution of this Agreement by an authorized agent.

WHEREAS, each participating LEA's governing board has approved the *Monterey County Special Education Local Plan* and WHEREAS, this Agreement is written in furtherance of, and in accordance with said plan.

NOW THEREFORE, the aforesaid parties do hereby agree as follows:

#### 1. Period Of Agreement

This Agreement is effective for the period beginning August 1, 2017 and ending June 30 2018. This Agreement may be renewed at the end of that period. This agreement may be amended by mutual consent of the parties.

#### 2. Purpose Of Agreement

This Agreement governs the maintenance of a system for delivery of specified services to individuals with exceptional needs whose primary disability is Autism, Intellectual Disability, Emotional Disturbance, Traumatic Brain Injury, Orthopedic Impairment, Visual Impairment, Hard of Hearing, Speech and Language Impairment, Specific Learning Disability, Deaf/Blind, Deafness, Multiple Disabilities, and Other Health Impairment and who reside within the SELPA, and in accordance with the requirements of Education Code Section 56300 et seq.

This Agreement establishes the vehicle for the education of individuals with the above exceptional needs who reside within the SELPA in programs and classes conducted by the LEA of operation without any additional attendance agreements.

This Agreement defines the duties and responsibilities of each district for all program activities as specified in Education Code Section 56200 et seq.

#### 3. Definitions



## Monterey County Special Education Local Plan Area

### Regional Collaboration for Student Success

For the purposes of this Agreement the following definitions shall apply:

- a. LEA of operation – the LEA within the SELPA conducting special education programs and classes for individuals with exceptional needs on behalf of all LEAs within the SELPA or on behalf of several LEAs within a geographical region within the SELPA.
- b. LEA of residence – the LEA where the pupils attending classes conducted by the LEA of operation reside.

#### 4. Compliance Assurances

Each of the SELPA's participating LEAs, by signature to the SELPA local plan has already certified that the LEA will comply with the provisions of state and federal laws and regulations related to special education, participation in state program reviews, and participation in state-wide assessments. The provisions of any new laws that may become effective during the period of this Agreement which relate to special education program delivery shall be incorporated herein. In addition, the LEA of residence agrees to utilize the appropriate resources of regular education in accordance with California Education Code 56303 and California Code of Regulations, Title 5, Section 3021 et seq., prior to referral for special education services as specified herein.

#### 5. Individual Services Agreement

In addition to this agreement, the LEA of operation and the LEA of residence shall enter into an Individual Services Agreement (ISA) for each student served by the LEA of operation for the LEA of Residence. A separate ISA shall be required for the Extended School Year (ESY). The purpose of the ISA is to outline the specific services that shall be provided to the student and the projected cost for those services.

#### 6. Responsibilities of the LEA of Operation

The Pacific Grove Unified School District, as the LEA of operation, shall be responsible for the following:

- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in Part II, Chapter 8 of the *Monterey County SELPA Procedural Handbook*;
- b. Administrative support for the purposes of developing and implementing the regional program;
- c. Preparation of all required federal, state and local reports, and related accounting services;



## Monterey County Special Education Local Plan Area

### Regional Collaboration for Student Success

- d. Provision of classrooms and other facilities as required to appropriately house the programs and classes;
  - e. Identifying which students intend to participate in ESY no later than April 30 and notifying the LEA of residence prior to May 10 regarding student intent to participate in ESY;
  - f. Initiating an ISA for each student to be served for both the regular school year and the extended school year and presenting the proposed ISA(s) to the district of residence for approval;
  - g. Providing for the coordination of investigation and response to compliance and due process complaints; and
  - h. Provision of food services to pupils attending regional programs conducted hereunder consistent with food services provided to all students within the LEA of operation.
7. Responsibilities Of The LEA Of Residence

The LEA of residence is responsible for the following:

- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in chapter 8 of the *Monterey County SELPA Procedural Handbook, Administrative Procedures*;
  - b. Arranging and providing for special transportation for those pupils with exceptional needs who are enrolled in classes conducted hereunder;
  - c. Signing and returning all ISAs for both the regular school year and ESY to the district of operation by the due date specified by the LEA of operation;
  - d. Cooperation and collaboration with the LEA of operation in investigating and responding to compliance and due process complaints; and
  - e. Retaining ultimate authority and responsibility for the provision of educational programs and services to its pupils regardless of who provides the programs and services.
8. Suspensions And Expulsions

When a student is being considered for disciplinary action that may result in a change of placement (suspension in excess of 10 days or expulsion), the LEA of operation shall notify the LEA of residence immediately. The LEA of operation will complete the manifestation determination, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation determination and behavior





## Monterey County Special Education Local Plan Area

### Regional Collaboration for Student Success

plan. Beginning on the 11<sup>th</sup> day of suspension, the LEA of residence will offer an alternative interim placement pending the outcome of any expulsion hearing. The LEA of residence will hold the expulsion hearing within 30 days. If the student is expelled, the LEA of residence must provide for the student's educational needs during the period of expulsion.

In the case of an expulsion, the LEA of residence shall notify the LEA of operation when the student has served the terms of his or her expulsion. The two LEAs will collaboratively schedule a re-entry IEP team meeting prior to the student returning to school. A representative from the LEA of residence will be required to attend the re-entry IEP meeting.

#### 9. Payment For Services

##### Regional Programs Operated by Monterey County Office of Education

Each participating LEA of residence shall be responsible for its portion of the excess cost of operating the regional program. Determination of excess cost and method of payment for students being placed in a Monterey County Office of Education special education program shall be determined as outlined in the *Memorandum of Agreement Regarding MCOE Provided Special Education Programs and Transportation*.

##### Regional Programs Operated by a District

Payment for placement of students enrolled in a regional program operated by a district within the SELPA shall be based upon the following:

##### *Special Class*

Excess cost shall be based upon the revenue specific to the class (including AB 602 allocation, Federal Local Assistance Entitlement allocation, ADA, other state or federal grants, and any one-time funds) minus the total expenses for operation of the class (including salaries; benefits; specialized materials and equipment; personnel development; travel and conference; mileage; and an indirect cost equal to that charged to LEAs by the Monterey County Office of Education for regional services, unless otherwise agreed to by both parties). A per pupil amount will then be determined by dividing the excess cost by the total average enrollment of special education students in the regional program for the year. Each district with students served in the regional program will be responsible for the per pupil rate multiplied by the number of its students placed in the class.

##### *Related Services*

The operating expense for each related service provider assigned to the regional class shall be calculated (including salaries, benefits, specialized materials and equipment,



## Monterey County Special Education Local Plan Area

### Regional Collaboration for Student Success

personnel development, travel and conference, mileage).

An average hourly rate shall be established for each type of related service based upon the prior year's actual expenditures. Each district with students enrolled in the class and provided with a related service, will be responsible for the hourly rate for each related service multiplied by the number of hours of service provided.

#### *Individual Services*

Each LEA of residence will be responsible for the full cost of services to an individual student, as outlined in the IEP. The decision to add a one-to-one instructional assistant to a student's IEP will only be made following the SELPA-approved process for determining need and with participation of a special education administrator/designee from the student's LEA of residence.

Using the three methods identified above, the LEA of operation will invoice each LEA of residence on a ☐ monthly, ☐ quarterly, or ☒ semi-annual basis. The LEA of operations shall provide the LEA of residence with the projected excess cost billback in the Individual Service Agreement for each student. Two times per year, the amount per student will be adjusted to reflect student exits and entries, changes in services required by the IEP, and actual expenditures for special classes and individual services.

Adjustments to the billback charge for any of these reasons shall be pro-rated based on a daily per student rate. Final adjustments required following the last regular invoice of the school year must be submitted prior to September 30 of the subsequent year. Backup for adjusted costs will include relevant IEP pages or entry and exit dates. The LEA of residence shall remit payment to the LEA of operation within 30 days.

#### 10. Hold Harmless and Indemnification

In compliance with the provisions of Section 895.4 of the Government Code of the State of California, each party hereto agrees to indemnify and hold the other party harmless from any and all liability, claims, loss, damages, judgments, penalties, costs, or expenses (including, without limitations, attorney's fees and court costs which are imposed upon or incurred by, or asserted against the Operating District) to persons or property arising out of, or resulting from, negligence acts or omissions of the indemnifying party.

#### 11. Insurance

The LEA of operation shall maintain a program of liability, property damage, worker's compensation and auto insurance in amounts adequate to protect the LEAs of residence as their interests may appear.

#### 12. Dispute Resolution



## Monterey County Special Education Local Plan Area

### Regional Collaboration for Student Success

For disputes between the parties related to this Agreement, said dispute shall be resolved by using the following dispute resolution process, also provided in the *Monterey County SELPA Procedural Handbook*:

If an LEA disagrees with a decision or practice of another LEA or the SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party or parties directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, or his/her designee. In the event the issue has not been resolved, either party may request review by the Superintendent's Executive Committee. If either party disagrees with the recommendation of the SELPA Executive Committee, either party may request that the issue be placed on the SELPA Governance Council agenda for a decision.

In the event the initiating or other affected agencies disagree with a decision of the Governing Council, the dispute will be resolved through the following alternative dispute resolution procedure.

1. The dissatisfied party shall issue a written request for formal dispute resolution as described herein. The written request shall include a description of the concerns to be addressed, with sufficient specificity as to permit the receiving party to clearly comprehend the disagreement and to formulate a response to the disagreement. The written request shall be submitted to the SELPA Executive Director.
2. Within 5 days of receipt of the request, the SELPA Executive Director will request that a mediator be appointed. Mediation shall be offered through a neutral individual or agency as determined appropriate by the Monterey County SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. Costs for mediation shall be assessed equally between all participating parties.
3. If the parties are unable to resolve their disagreement through mediation, the parties will request binding arbitration. Request for appointment of an arbitrator shall be made within 15 days following conclusion of the mediation process.

Arbitration shall be provided through neutral staff from American Arbitration Association (AAA) or another neutral agency as determined appropriate by the SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. The decision of the arbitrator shall be final and binding upon all parties. The arbitration costs shall be assessed equally between all participating parties.

#### 13. Severability/Waiver



## Monterey County Special Education Local Plan Area

### Regional Collaboration for Student Success

- a. If any provision of this Agreement is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision in this Agreement.
- b. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by an agent authorized by each party's governing board as set forth below.

Executed this \_\_\_\_\_ day of \_\_\_\_\_, 2017

\_\_\_\_\_  
Pacific Grove Unified School District  
LEA OF OPERATION

By:

\_\_\_\_\_  
Dr. Ralph Porras  
Typed or Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Superintendent  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Carmel Unified School District  
LEA OF RESIDENCE

By:

\_\_\_\_\_  
Typed or Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Superintendent  
Title

\_\_\_\_\_  
Date

**SUBJECT:** Increase FTE for Occupational Therapy Services

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

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve an increase of 2 days a month to provide Occupational Therapy to Students with Disabilities.

**BACKGROUND:**

The School District provided 1.60 FTE for Occupational Therapy Services during the 2015/16 school year. During the 16/17 school year, the district provided 1.50 FTE for OT services. Special Education is requesting to increase OT services to 1.80 FTE for the 17/18 school year. The overall increase is 1.5 days a week.

**INFORMATION:**

In reviewing projected caseloads of students who require Occupational Therapy services as per OT assessment and IEP team decisions, the district requires an increase of 4 days a month to provide adequate services to student with disabilities.

15/16	1.60 FTE	8 days a week
16/17	1.50 FTE	7.5 days a week
17/18	1.80 FTE	9 days a week

**FISCAL IMPACT:**

The projected cost of increasing OT services is \$12,291

**SUBJECT:** Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO)

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the Agreement for Services with the City of Pacific Grove for a School Resource Officer (SRO) for the 2017-18 school year.

**BACKGROUND:**

In 2010, the City of Pacific Grove and the Pacific Grove Unified School District developed a Memorandum of Understanding regarding a School Resource Officer, now referred to as an Agreement for Services, using language from prior MOUs, and similar to agreements used between the City of Seaside and the Monterey Peninsula Unified School District.

**INFORMATION:**

See attached Agreement for Services and Exhibit A, which address the interests of both the City of Pacific Grove and the Pacific Grove Unified School District.

This Agreement is identical to the agreement from 2015-16 and 2016-17, except for the addition of two items in the Scope of Services (Exhibit A), Article III, items U and V for the 2016-17 school year:

- 1) The SRO will submit a Monthly Report Log by the 10<sup>th</sup> of each month,
- 2) The SRO will attend weekly meetings with the School Safety Officer, and bi-monthly meetings with the School Safety Officer, Police Commander, Police Supervisor and Principal(s).

The District will continue to pay the City \$61,402 for the 180 day school year, which is the same as last year.

**FISCAL IMPACT:**

The District will pay \$61,402



## **AGREEMENT FOR SERVICES**

**THIS AGREEMENT** (Agreement) is entered into on this 1st day of July, 2017, by and between the PACIFIC GROVE UNIFIED SCHOOL DISTRICT, (hereinafter referred to as "DISTRICT" and the CITY OF PACIFIC GROVE, a municipal corporation (hereinafter referred to as "CITY").

### **WITNESSETH**

**WHEREAS**, The DISTRICT desires to contract with the CITY for a specialized police service via a School Resource Officer (SRO).

**WHEREAS**, The DISTRICT and the CITY recognize the benefits of the SRO program to the students of the Pacific Grove High School, the Pacific Grove Community High School, the Pacific Grove Middle School, the Forest Grove Elementary School, the Robert Down Elementary School, and the Pacific Grove Adult School, all located within the City of Pacific Grove jurisdiction, as well as to the residents of Pacific Grove.

**WHEREAS**, The purpose of the School Resource Officer is to provide specialized police service to the DISTRICT including but not limited to:

- a. Enhance a safe learning environment by helping reduce school violence, drug abuse, and protect against intruders on school campus; and
- b. Improve school-law enforcement collaboration; and
- c. Improve perception and relations between students, school staff, parents, and law enforcement officials.

**WHEREAS**, The CITY desires to contract with the DISTRICT to provide a School Resource Officer in the DISTRICT as defined in the Scope of Services, attached hereto as Exhibit A, attached hereto and incorporated herein by this reference.

**NOW, THEREFORE, THE PARTIES HERETO DO MUTUALLY AGREE AS FOLLOWS:**

#### **1. TERM**

The Term of this Agreement shall be for one year from July 1, 2017 through and including June 30, 2018, unless terminated pursuant to the terms of this Agreement.

#### **2. SCOPE OF SERVICES**

A. The CITY shall provide SRO services to the DISTRICT pursuant to the terms of this Agreement and as described in Exhibit A.

### 3. COMPENSATION/SERVICE RATES

A. The DISTRICT agrees to pay the CITY a not-to-exceed amount of Sixty-One Thousand Four Hundred and Two Dollars (\$61,402) for the SRO, for the Term as stated above.

B. The CITY shall provide a SRO to the DISTRICT for all of the school days (180 school days) during the Term of this Agreement.

C. Time spent by the SRO attending municipal court, juvenile court, and/or criminal cases arising from and/or out of the SRO's employment as an SRO shall be considered as hours worked for the District and shall not be backfilled by the Department.

D. Pursuant to Pacific Grove Police Department ("Department") protocols, the SRO is required to notify his/her supervisor of an absence and shall also notify the DISTRICT Superintendent or designee whenever possible. Otherwise, the Department Watch Commander will notify the DISTRICT when the SRO will be absent from work. Except for unforeseen circumstances, elective time off for the SRO will be utilized when school is not in session. Elective time off scheduled when school is in session shall be backfilled by the Department, utilizing on duty patrol personnel. Such coverage will be provided from regular patrol officers and may not represent a dedicated presence.

E. The CITY shall send the DISTRICT an invoice at the beginning of the school year.

F. If the invoice remains delinquent for a period in excess of 30 days, then the DISTRICT shall pay to the CITY, the maximum interest rate permitted by law from the 30<sup>th</sup> day following the date such amount became due, until paid.

### 4. GENERAL ADMINISTRATION AND MANAGEMENT

A. The Pacific Grove Chief of Police shall have the primary administrative responsibility under this Agreement for the CITY. The Chief of Police or his/her designee shall consult with the Superintendent of the DISTRICT or his designee on matters that pertain to this Agreement.

B. Any complaint against the SRO arising from his or her actions shall be directed to the Chief of Police and handled in the manner as prescribed by law or standing policy.

### 5. SUSPENSION/TERMINATION OF AGREEMENT

This Agreement may be terminated for any reason by either party upon 90 days written notice delivered as set forth in this Agreement.

## 6. ASSIGNMENT

This Agreement may not be assigned or otherwise transferred by either party hereto without the prior written consent of the other party. The rights and duties herein shall be binding on, and inure to the benefit of, any successors, permitted assigns, and heirs of the parties.

## 7. HOLD HARMLESS

A. The CITY agrees to indemnify, defend, and save harmless the DISTRICT, its respective elected and appointed officials, officers, agents, and employees, from and against all claims, losses, actions, damages, expenses, and liabilities, including reasonable acts or omissions, to the extent those acts or omissions are related to the provision of SRO services by the CITY under this Agreement in accord with the Scope of Services set forth in Exhibit A, attached hereto and incorporated by reference. The CITY assumes workers compensation liability for injury or death of its elected and appointed officials, officers, agents, and employees, and assumes no worker's compensation responsibility for the elected and appointed officials, officers, agents, and employees of the DISTRICT.

B. The DISTRICT agrees to indemnify, defend and save harmless the CITY, its respective elected and appointed officials, officers, agents, and employees, for any acts of sole negligence or willful misconduct by DISTRICT, its officers or employees when performing services within the Scope of Services set forth in Exhibit A.

C. Both parties shall maintain in force, at all times during the performance of this Agreement, a policy of insurance covering all of its operations (including public liability and property damage) naming the other party as an additional insured, with not less than \$5,000,000.00 single limit liability and motor vehicle insurance, covering all motor vehicles (whether or not owned) used in providing services under this Agreement with a combined single limit of not less than \$1,000,000.00. Notice in writing shall be given at least 30 days in advance of cancellation, reduction in coverage limit, or intended non-renewal of any policy. Insurance shall provided by a company authorized by law to transact insurance business in the State of California. In addition, the CITY and the DISTRICT agree that the CITY and the DISTRICT may self-insure against any loss or damage, which could be covered by a comprehensive general public liability insurance policy, and may also obtain coverage through an insurance pool.

D. Policies shall also be endorsed to provide such insurance as primary insurance and that no insurance of an additional insured shall be called on to contribute to a loss covered by insurance. Any insurance required of either party to this Agreement may be provided by a plan of self-insurance and/or a public entity risk-sharing agreement at the option of the party.

## 8. INSURANCE AND WORKER'S COMPENSATION

The DISTRICT certifies that it is aware of the provisions of the Labor Code of the State of California which requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions

of that Code, and it certifies that it will comply with such provisions before commencing performance under this Agreement. CITY agrees to provide all necessary workers' compensation insurance for any and all CITY employees, including, but not limited to any employee providing SRO services to DISTRICT as contemplated by this Agreement, at CITY's own cost and expense.

## 9. NOTICES

A. Any notice to be given to the parties hereunder shall be addressed as follows (until notice of a different address is given to the parties):

DISTRICT: Dr. Ralph Porras, Superintendent,  
Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

With a copy to: Rick Miller, Assistant Superintendent  
Pacific Grove Unified School District  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

CITY: Sandra Kandell, City Clerk  
City of Pacific Grove  
300 Forest Avenue  
Pacific Grove, CA 93950

With a copy to: Jocelyn Francis, Administrative Services Manager  
Pacific Grove Police Department  
580 Pine Avenue  
Pacific Grove, CA 93950  
Phone: (831) 648-3143 Fax: (831) 648-3163

Any and all notices or other communications required or permitted relative to this Agreement shall be in writing and shall be deemed duly served and given when personally delivered to either of the parties, the DISTRICT or the CITY, to whom it is directed; or in lieu of such personal service, when deposited in the United States mail, first class, postage prepaid, addressed to DISTRICT or CITY at the addresses set forth above.

Either party may change their address for the purpose of this paragraph by giving written notice of such change to the other party in the manner provided for in the preceding paragraph.

## 10. VENUE

CITY and DISTRICT hereby agree to make good faith efforts to resolve disputes as quickly as possible. Should either party to this Agreement bring legal action against the other, (formal judicial proceeding, mediation or arbitration), venue shall be handled in Monterey County, California.

**11. AGREEMENT CONTAINS ALL UNDERSTANDINGS, AMENDMENT**

This document represents the entire and integrated Agreement between the DISTRICT and the CITY and supersedes all prior negotiations, representations and agreements either written or oral. This Agreement may be amended or modified only by written instrument signed by both parties.

**12. GOVERNING LAW**

This Agreement shall be governed by the laws of the State of California.

**13. WAIVER.**

Any waiver of any terms and conditions of this Agreement must be in writing and signed by the CITY and the DISTRICT. A waiver of any of the terms and conditions of this Agreement shall not be construed as a waiver of any other terms or conditions in this Agreement.

**14. INTERPRETATION OF CONFLICTING PROVISIONS.**

In the event of any conflict or inconsistency between the provisions of this Agreement and the Provisions of any exhibit or other attachment to this Agreement, the provisions of this Agreement shall prevail and control.

**15. HEADINGS.**

The headings are for convenience only and shall not be used to interpret the terms of this Agreement.

**16. NON-EXCLUSIVE AGREEMENT.**

This Agreement is non-exclusive and both the CITY and the DISTRICT expressly reserve the right to contract with other entities for the same or similar services.

**17. CONSTRUCTION OF AGREEMENT.**

The CITY and the DISTRICT agree that each Party has fully participated in the review and revision of this Agreement and that any rule of construction to the effect that ambiguities are to be resolved against the drafting Party shall not apply in the interpretation of this Agreement or any amendment to this Agreement.

**18. COUNTERPARTS.**

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.



**19. SEVERABILITY**

If any term of this Agreement is held invalid by a court of competent jurisdiction the remainder of this Agreement shall remain in effect.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date first hereinabove written.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

\_\_\_\_\_  
Dr. Ralph Porras  
School Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rick Miller  
Assistant School Superintendent

\_\_\_\_\_  
Date

CITY OF PACIFIC GROVE

\_\_\_\_\_  
Ben Harvey  
City Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Amy Christey  
Chief of Police

\_\_\_\_\_  
Date

APPROVED AS TO FORM

\_\_\_\_\_  
Dave Laredo  
City Attorney

\_\_\_\_\_  
Date

## EXHIBIT A

### SCOPE OF SERVICES, RESPONSIBILITIES AND DUTIES

Under the supervision of the Chief of Police of the City of Pacific Grove or his or her designee, the following Articles shall express the Scope of Services, responsibilities and duties of the parties.

#### ARTICLE I

##### *Rights and Duties of the CITY –*

The CITY shall provide a School Resource Officer (SRO) as follows:

##### 1. School Resource Officer

A. The CITY shall assign one regularly employed police officer to the DISTRICT with the responsibility to provide SRO services to the following schools: Pacific Grove High School, Pacific Grove Community High, Pacific Grove Middle School, Forest Grove Elementary School, Robert Down Elementary School and Pacific Grove Adult School.

B. The SRO will have an office at Pacific Grove High School, established and provided by the DISTRICT.

C. The immediate duties and supervision of the SRO shall reside with the Pacific Grove Police Department, which shall perform scheduled and non-scheduled visits to the schools.

##### 2. Regular Duty Hours of the SRO

A. During the Term, the SRO shall be assigned to the schools on a full-time basis, eight hours per school day, with a half hour break for lunch. The SRO will rotate time amongst all of the aforementioned schools within the DISTRICT.

B. When school is closed due to in-service training, the SRO, if invited by a school or DISTRICT administrator(s), may attend the in-service training.

C. During extended periods when schools are not in session, the SRO will be assigned as needed by his/her CITY supervisor.

D. The CITY shall ensure the SRO schedules time off for vacations and floating holidays during periods when school is not in session.

E. In the event the SRO must take time off during the time school is in session, such time must be authorized by the SRO's police supervisor. The SRO must also notify the District Superintendent or designee of the impending absence.

F. The SRO may be temporarily reassigned by the Police Department during a law enforcement emergency. Time spent on a law enforcement emergency shall not be backfilled by the Department.

G. The SRO may be required to participate in mandatory police training necessary to maintain the SRO's proficiency. Time spent on mandatory police training that is not specific to the position of SRO shall be backfilled by the Department, utilizing on duty patrol personnel. Such coverage will be provided from regular patrol officers and may not represent a dedicated presence.

H. Training specific to the position of SRO shall be considered hours worked for the District and shall not be backfilled by the Department.

### 3. Duties, Obligations and Procedures of the SRO

The SRO shall:

A. Wear the established Pacific Grove Police Department patrol uniform including safety equipment designed for use by sworn field personnel pursuant to the Pacific Grove Police Department's policy manual. Special uniforms or "plain clothes" may be worn for special circumstances as approved by the Police Chief or designee.

B. Monitor the police radio frequency when on and off campus as well as be available by the Department-issued cellular phone.

C. Make classroom presentations when requested by a school or DISTRICT administrator on such topics as the role of policing in the community, drug and alcohol abuse prevention, search and seizure, laws of arrest, traffic laws, crime prevention, victim's rights, community involvement and youth programs.

D. Participate in discussions during class to establish rapport with students.

E. Take appropriate law enforcement action as required by law and the policies and procedures of the Police Department.

F. Within the bounds of applicable law, will notify the school principal, DISTRICT Safety Director, or Superintendent or designee as soon as practical of any violations or actions which impact school discipline, order or safety and such other violations and actions as the DISTRICT reasonably requests to be reported. This may include interviewing suspects or victims of criminal violations, issuing summonses, and addressing traffic concerns. Should it become necessary to conduct formal law enforcement interviews with students, the SRO shall adhere to the DISTRICT Policies, Police Department Procedures and Policies and legal requirements with regards to such interviews.

G. Obtain prior permission, advice and guidance from the District Safety Director and school administrators before enacting any program with the school.

H. Provide assistance to school administrators, faculty, and staff upon request, in developing emergency procedures and emergency management plans to include prevention and/or minimization of dangerous situations which may result from unauthorized intruders, natural or man caused disasters.

I. Be familiar with DISTRICT policies and regulations related to safety and student conduct and discipline issues, including the DISTRICT's Code of Conduct.

J. Assist the District Safety Director, administrators, faculty and staff with addressing violations of DISTRICT policies at the SRO's discretion. However, the SRO shall not be expected or asked to detain or take into physical custody any student who has only violated a DISTRICT policy or code of conduct. It shall be understood and agreed that a SRO, as a law enforcement officer, can only detain or take into physical custody those students for whom there is reasonable suspicion or probable cause that they have committed a criminal offense. The SRO shall not be used for regular assigned lunchroom duties, hall monitoring or other monitoring duties. If there is a problem area, the SRO may assist the school until the problem is resolved.

K. Work to develop rapport with students and a working relationship with student organizations, faculty, staff members, DISTRICT administrators, parents and community members.

L. Coordinate efforts with campus supervisory personnel, i.e., campus supervisors, hall monitors, and security personnel.

M. Maintain detailed, accurate and up to date records as required by the CITY, DISTRICT and/or school administrator/principal.

N. Attend, whenever possible, school and DISTRICT in-service training at the invitation of the District Safety Director, Superintendent or designee, or school administrator/principal.

O. Assume the position of Juvenile Detective within the Police Department and address juvenile delinquency issues and problems as well as work proactively with all law enforcement agencies that service the DISTRICT's community.

P. Attend parent, faculty, student, administration and other meetings to provide information regarding the SRO program and provide opportunities for involvement and support.

Q. Provide information regarding community programs so that proper referrals can be made and appropriate assistance accessed, and refer students to school counselors as needed. These programs may include mental health programs, drug treatment programs,

anti-bullying programs, etc. The SRO, after consulting with the school administrator, may make referrals to such agencies when necessary thereby acting as a resource person to the students, staff, faculty and administration. Referral guidelines shall be determined by school administration.

R. Maintain confidentiality of any and all information obtained in confidence and not disclose the information except as provided by the law or court order.

S. Maintain confidentiality of DISTRICT records and information in accordance with DISTRICT policies.

T. Perform other duties which will promote the purposes of the SRO program and which are mutually agreed upon by the DISTRICT and CITY.

U. Submit SRO Monthly Report Log by the 10<sup>th</sup> of each Month to the DISTRICT Superintendent, Police Commander, and Police Supervisor.

V. Attend Weekly Meeting with School Safety Officer and Bi-Monthly Meeting with School Safety Officer, Police Commander, Police Supervisor, and Principal(s).

Any additions to the above duties must be mutually agreed in writing upon by the CITY's Chief of Police, the DISTRICT Superintendent or his/her designee.

### ARTICLE III

*The DISTRICT shall provide to the full-time SRO the following materials and facilities, which are deemed necessary to the performance of the SRO program.*

1. The DISTRICT shall provide a private office for the SRO to conduct matters of confidential business and access to records which are deemed necessary by the DISTRICT. The SRO shall maintain confidentiality of the records. The SRO shall confer with the school administrators/principal concerning confidentiality of records whenever necessary.

2. The DISTRICT shall provide a desk, filing cabinet with locking system and office furniture for use of the SRO.

3. Within legal requirements of confidentiality, the DISTRICT shall provide information regarding students who are currently suspended, expelled, excluded from extracurricular activities, or students or adults who are not supposed to be on or near the campus, to include any students who participate in an independent study program, or other off campus programs that do not require their presence on the school site.

### ARTICLE IV

*Appropriations –*



The obligations of each party under this agreement are contingent upon adequate funds for that purpose being budgeted, appropriated, and otherwise made available.

## **ARTICLE V**

### *Employment Status of School Resource Officer –*

The SRO shall remain an employee of the CITY at all times while providing SRO services to the DISTRICT, and shall not be an employee of the DISTRICT. The DISTRICT and CITY acknowledge that the SRO is a law enforcement officer who shall uphold the law under the direct supervision and control of the Pacific Grove Police Department. The SRO shall remain responsive to the chain of command of the Pacific Grove Police Department.

The SRO shall be accountable to the Principal(s) of the school(s) for his/her behavior or conduct while at the school. The Superintendent or designee has the rights and responsibilities to report any alleged misconduct, non-compliance with the DISTRICT's policies or other questionable behavior on the part of the SRO to the Chief of Police or to the Police Commander of the Pacific Grove Police Department. Such reports shall be made in writing unless circumstances dictate making such reports in person or by phone.

## **ARTICLE VI**

The Chief of Police will ensure the SRO is a full time, certified police officer with the Pacific Grove Police Department and meets any relevant education, training and experience requirements as determined by the Department.

## **ARTICLE VII**

### *Dismissal of School Resource Officer; Replacement –*

1. In the event that the Superintendent or designee, District Safety Director, and/or Principal(s) of the schools in the Pacific Grove Unified School DISTRICT believe the SRO is not effectively performing his/her duties and responsibilities, the Superintendent may recommend to the Police Commander of the Pacific Grove Police Department the police officer who is assigned as the SRO be removed from the program, and shall state the reasons therefore, in writing. The Commander shall, as soon as practical, notify the Chief of Police of his/her recommendation. The Chief of Police, and/or designee shall meet with the DISTRICT Superintendent or designee to mediate or resolve any problems which may exist. If, within a reasonable amount of time after the commencement of such meeting, the problem cannot be resolved, the police officer assigned to the SRO position shall be removed from the program.

2. In the event of resignation, dismissal, or reassignment of the SRO, the Police Department shall provide a permanent replacement for the SRO as soon as practical.

**SUBJECT:** Public Hearing for Tentative Agreement with the California School Employees Association

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The Administration recommends that the Board hold a Public Hearing for the Tentative Agreement between the Pacific Grove Unified School District (PGUSD) and the California School Employees Association (CSEA).

**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 prior to Board action.

**INFORMATION:**

This proposed agreement covers both 2017-18 and 2018-19 fiscal years:

- 1) 2017-18 – Effective July 1, 2017, the 2017-18 salary schedule will be increased 3.00%
- 2) 2018-19 – Effective July 1, 2018, the 2018-19 salary schedule will be increased 3.00%
- 3) Changes were made addressing the tracking of Professional Growth credits.
- 4) Only Non-probationary employees may transfer to vacant positions
- 5) As a result of new state law, new language was added regarding Parental Leave

**FISCAL IMPACT:**

\$60,203 per year, for the 2017-18 fiscal year, ongoing.

\$62,009 per year, for the 2018-19 fiscal year, ongoing.



[www.pgusd.org](http://www.pgusd.org)

Public Hearing

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

**Ralph Gomez Porras**  
**Superintendent**  
(831) 646-6520  
Fax (831) 646-6500  
[rporras@pgusd.org](mailto:rporras@pgusd.org)

**Rick Miller**  
**Assistant Superintendent**  
Business Services  
(831) 646-6509  
[rmiller@pgusd.org](mailto: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 29, 2017, regarding

### **PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS FOR CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)**

The hearing will be held during the regular Board meeting of June 29, 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 26, 2017, through June 29, 2017. For more information, please contact Rick Miller, Assistant Superintendent for Business Services at 646-6509.

Posted: June 15, 2017

**Pacific Grove Unified School District**  
**AND**  
**Classified Employee Association Chapter 229**  
**2016-2017 Negotiations**  
**Tentative Agreement**

The Pacific Grove Unified School District ("District") and Classified Employee Association ("CSEA") (collectively referred to as "the parties") agree to the following terms ("Agreement") to close negotiations for the 2016-17 school year.

Article I, General Provisions of the Agreement, DURATION: This agreement shall be effective and in full force July 1, 2017 through June 30 2020 except that both parties agree that total compensation will not be open for negotiations until the 2019-2020 school year

**1. Article II Wages, Total Compensation**

The CSEA Salary schedule shall be increased by 3% effective July 1<sup>st</sup>, 2017 for the 2017-18 school year and increased by 3% effective July 1<sup>st</sup>, 2018 for the 2018-19 school year. If any other employee group receives more than 3% increase in total compensation for these school years, CSEA shall receive the same percentage increase which both parties agree will be non-precedent setting.

**2. Article II, Wages, M. Professional Growth, 2., d. (New Language added)**

**d. Professional Growth Credit is allowed only for advertised class periods/sessions. To receive professional growth credit, employees must submit record of attendance hours. For on-going classes, check in with the committee to report progress at least one time per year or when the limit of 50 hours has been completed. To receive professional growth credit for PGUSD Adult Education courses, employees must submit completion forms for each advertised session.**

**Article VIII, B, 5, Promotion and Transfers**

Transfer Process: When an existing position becomes vacant, the Employer shall first notify in writing, bargaining unit Employees in the same classification, of the vacancy.

**Non Probationary** Employees serving in the same classification shall have a reasonable opportunity to apply for transfer in writing within five (5) working days. Such employees shall be considered first for the vacant position. If, within the consideration process, it is determined that the employee has been completing the requirements of the classification, in an "Effective Meets Requirements" manner as documented in Appendix H for a minimum of the most recent one (1)-year **(9) nine-month** period and has no limitations that would preclude satisfactory performance in the vacant position, as documented by most recent employee evaluations, then the employee shall be transferred to the vacancy. If more than one employee is eligible for the transfer then the most qualified employee, as recommended by the interview committee, shall be given priority.

3. (New Language added to **Article V, Section J**; to reflect updates to the state law under AB 2393 (Ed Code §45196.1)

**Child Rearing Parental Leave:** Qualified Employees shall be entitled to **Parental Leave** for the purpose of rearing his/her natural or adopted child.

**Parental leave means leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee. It shall be available to both full-time and part-time employees who have completed 12 months of employment with the District.**

**Although the California Family Rights Act (CFRA) and the Family and Medical Leave Act (FMLA) have a requirement that the employee must work 1,250 hours in the previous 12 months, AB2393 eliminates this hourly requirement for parental leave.**

**When using accrued sick leave and differential pay for paid parental leave, the employee must**

first exhaust his/her accrued sick leave before using differential pay.

Public Hearing

If both parents work for the School District, they shall have a combined 12 workweek period for child bonding and must decide how to share the 12 weeks of parental leave.

Parental leave shall run concurrently with unpaid parental leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA) for a total of 12 workweeks during any 12-month period.

Ratification: This Agreement shall take effect and become binding on the Parties upon ratification by the PGUSD Governing Board and PGTA.

DISTRICT		CSEA	
Billie Martez	6/16/17	Wendy Ternullo	6/16/17
B. Martinez	6/16/17	Rachel A. Meiri	6-16-17
Theresa	6/20/17	Patti Odell	6/16/17
A. Williams	6-22-17		



**SUBJECT:** Approval of Tentative Agreement with California School Employees Association

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The Administration recommends that the Board review and approve the Tentative Agreement between the Pacific Grove Unified School District (PGUSD) and the California School Employees Association (CSEA).

**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 prior to Board action.

**INFORMATION:**

This proposed agreement covers both 2017-18 and 2018-19 fiscal years:

- 1) 2017-18 – Effective July 1, 2017, the 2017-18 salary schedule will be increased 3.00%
- 2) 2018-19 – Effective July 1, 2018, the 2018-19 salary schedule will be increased 3.00%
- 3) Changes were made addressing the tracking of Professional Growth credits
- 4) Only Non-probationary employees may transfer to vacant positions
- 5) As a result of new state law, new language was added regarding Parental Leave

**FISCAL IMPACT:**

\$60,203 per year, for the 2017-18 fiscal year, ongoing.

\$62,009 per year, for the 2018-19 fiscal year, ongoing.



www.pgusd.org

Action/Discussion Item A

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

**Ralph Gomez Porras**  
**Superintendent**  
(831) 646-6520  
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 29, 2017, regarding

### **PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS FOR CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)**

The hearing will be held during the regular Board meeting of June 29, 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 26, 2017, through June 29, 2017. For more information, please contact Rick Miller, Assistant Superintendent for Business Services at 646-6509.

Posted: June 15, 2017

**Pacific Grove Unified School District  
AND  
Classified Employee Association Chapter 229  
2016-2017 Negotiations  
Tentative Agreement**

The Pacific Grove Unified School District ("District") and Classified Employee Association ("CSEA") (collectively referred to as "the parties") agree to the following terms ("Agreement") to close negotiations for the 2016-17 school year.

Article I, General Provisions of the Agreement, DURATION: This agreement shall be effective and in full force July 1, 2017 through June 30 2020 except that both parties agree that total compensation will not be open for negotiations until the 2019-2020 school year

**1. Article II Wages, Total Compensation**

The CSEA Salary schedule shall be increased by 3% effective July 1<sup>st</sup>, 2017 for the 2017-18 school year and increased by 3% effective July 1<sup>st</sup>, 2018 for the 2018-19 school year. If any other employee group receives more than 3% increase in total compensation for these school years, CSEA shall receive the same percentage increase which both parties agree will be non-precedent setting.

**2. Article II, Wages, M. Professional Growth, 2., d. (New Language added)**

d. Professional Growth Credit is allowed only for advertised class periods/sessions. To receive professional growth credit, employees must submit record of attendance hours. For on-going classes, check in with the committee to report progress at least one time per year or when the limit of 50 hours has been completed. To receive professional growth credit for PGUSD Adult Education courses, employees must submit completion forms for each advertised session.

**Article VIII, B, 5, Promotion and Transfers**

Transfer Process: When an existing position becomes vacant, the Employer shall first notify in writing, bargaining unit Employees in the same classification, of the vacancy.

Non Probationary Employees serving in the same classification shall have a reasonable opportunity to apply for transfer in writing within five (5) working days. Such employees shall be considered first for the vacant position. If, within the consideration process, it is determined that the employee has been completing the requirements of the classification, in an "Effective Meets Requirements" manner as documented in Appendix H for a minimum of the most recent one (1)-year **(9) nine-month** period and has no limitations that would preclude satisfactory performance in the vacant position, as documented by most recent employee evaluations, then the employee shall be transferred to the vacancy. If more than one employee is eligible for the transfer then the most qualified employee, as recommended by the interview committee, shall be given priority.

**3. (New Language added to Article V, Section J; to reflect updates to the state law under AB 2393 (Ed Code §45196.1))**

**Child Rearing Parental Leave:** Qualified Employees shall be entitled to **Parental Leave** for the purpose of rearing his/her natural or adopted child.

**Parental leave means leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee. It shall be available to both full-time and part-time employees who have completed 12 months of employment with the District.**

**Although the California Family Rights Act (CFRA) and the Family and Medical Leave Act (FMLA) have a requirement that the employee must work 1,250 hours in the previous 12 months, AB2393 eliminates this hourly requirement for parental leave.**

**PGUSD Regular Board Meeting of June 29, 2017**  
**When using accrued sick leave and differential pay for paid parental leave, the employee must**

first exhaust his/her accrued sick leave before using differential pay.

Action/Discussion Item A

If both parents work for the School District, they shall have a combined 12 workweek period for child bonding and must decide how to share the 12 weeks of parental leave.

Parental leave shall run concurrently with unpaid parental leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA) for a total of 12 workweeks during any 12-month period.

Ratification: This Agreement shall take effect and become binding on the Parties upon ratification by the PGUSD Governing Board and PGTA.

DISTRICT		CSEA	
Billie Martez	6/16/17	Wendy Ternullo	6/16/17
B. Martinez	6/16/17	Rachel A. Meiri	6-16-17
Theresa	6/20/17	Patti Odell	6/16/17
A. Williams	6-22-17		

**SUBJECT:** Adoption of the District Budget for 2017-18

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and adopt the District Budget for 2017-18.

**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 \$1,177,034, 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 \$299,164, 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 we are 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 will be 1.56%, and will be applied to Special Ed funding.

**FISCAL IMPACT:**

There is no fiscal impact.



ANNUAL BUDGET REPORT:  
July 1, 2017 Budget Adoption

Insert "X" in applicable boxes:

- ☒ This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.
- ☒ If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: P.G.U.S.D. District Office  
Date: June 05, 2017

Place: P.G.U.S.D. District Office  
Date: June 08, 2017  
Time: 7:00 p.m.

Adoption Date: June 29, 2017

Signed: \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Contact person for additional information on the budget reports:

Name: Nancy Bernahl

Telephone: 831-646-6516

Title: Fiscal Officer

E-mail: nbernahl@pgusd.org

### Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2016-17) annual payment?		X
				X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
			Jun 29, 2017	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

( ☐ ) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

( ☒ ) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

\_\_\_\_\_  
\_\_\_\_\_

( ☐ ) This school district is not self-insured for workers' compensation claims.

Signed \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Date of Meeting: Jun 29, 2017

For additional information on this certification, please contact:

Name: Nancy Bernahl  
Title: Fiscal Officer  
Telephone: 831-646-6516  
E-mail: nbernahl@pgusd.org



---

# Pacific Grove Unified School District

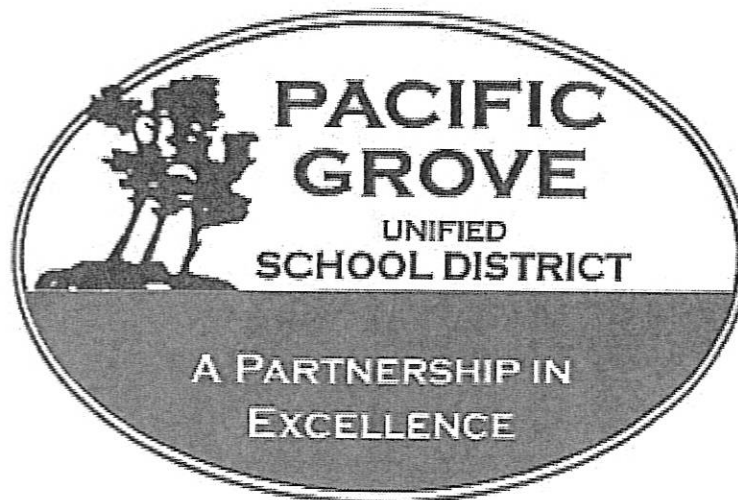
---

## District Budget

---

2017-18

---



**June 5, 2017**

435 Hillcrest Avenue, Pacific Grove, California 93950 - (831) 646-6510 - [www.pgusd.org](http://www.pgusd.org)

## 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
<b>Beginning Fund Balance</b>	<b>4,857,837</b>	<b>4,429,433</b>	<b>3,387,141</b>	<b>3,538,701</b>	<b>3,686,011</b>	<b>5,240,889</b>	<b>3,981,209</b>
<b>Revenues:</b>							
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
<b>Total Revenues</b>	<b>24,041,691</b>	<b>24,255,560</b>	<b>25,813,130</b>	<b>26,019,661</b>	<b>29,883,289</b>	<b>30,153,854</b>	<b>30,575,956</b>
percent change	-3.0%	0.9%	6.4%	0.8%	14.8%	0.9%	1.4%
<b>Expenditures:</b>							
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
<b>Total Expenditures</b>	<b>24,295,271</b>	<b>25,126,506</b>	<b>25,550,516</b>	<b>25,777,964</b>	<b>28,275,427</b>	<b>31,517,624</b>	<b>30,276,792</b>
percent change	4.7%	3.4%	1.7%	0.9%	9.7%	11.5%	-3.9%
<b>Surplus (Deficit)</b>	<b>(253,580)</b>	<b>(870,946)</b>	<b>262,613</b>	<b>241,697</b>	<b>1,607,862</b>	<b>(1,363,769)</b>	<b>299,164</b>
<b>Transfers In (Out)</b>							
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	
<b>Net Transfers In (Out)</b>	<b>(116,087)</b>	<b>(171,345)</b>	<b>(111,054)</b>	<b>(94,386)</b>	<b>(52,984)</b>	<b>104,088</b>	<b>(42,382)</b>
<b>Ending Fund Balance</b>	<b>4,488,171</b>	<b>3,387,141</b>	<b>3,538,700</b>	<b>3,686,012</b>	<b>5,240,889</b>	<b>3,981,208</b>	<b>4,237,991</b>

<b>Components of Ending Fund Balance</b>							
<b>a Nonspendable - Revolving</b>	5,000	5,000	5,000	5,000	5,000	5,000	5,000
<b>b Restricted (restricted carryov</b>	50,061	9,233	359,587	269,777	498,525	91,809	415,088
<b>c Committed</b>				181,342			
<b>d Assigned</b>							
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
<b>e 3% Resv for Econ Uncertain</b>	<b>750,392</b>	<b>758,936</b>	<b>769,847</b>	<b>776,171</b>	<b>822,855</b>	<b>926,824</b>	<b>909,575</b>
Unassigned/Unappropriated	3,187,244	2,553,971	2,344,266	2,393,723			
<b>subtotal Unrestricted Reserve</b>	<b>4,433,110</b>	<b>3,372,907</b>	<b>3,174,113</b>	<b>3,229,893</b>	<b>4,737,363</b>	<b>3,884,399</b>	<b>3,817,903</b>
Undesignated Resv Percent	18.4%	13.3%	12.4%	12.5%	16.7%	12.4%	12.6%
<b>Ending Fund Balance</b>	<b>4,488,171</b>	<b>3,387,141</b>	<b>3,538,700</b>	<b>3,686,012</b>	<b>5,240,889</b>	<b>3,981,208</b>	<b>4,237,991</b>

## Fund 11 - Adult Education Fund

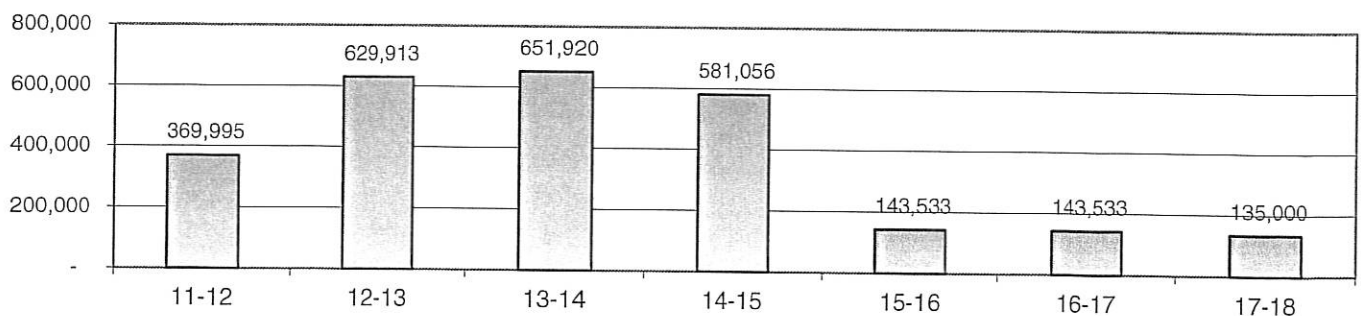
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
<b>Beginning Fund Balance</b>	288,996	(4,597)	-	78,414	34,670	774,914	1,096,239
<b>Revenues:</b>							
Revenue Limit Sources 8000				581,056	143,533	143,533	135,000
Federal Revenue 8200	55,742	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
<b>Total Revenues</b>	<b>873,653</b>	<b>989,318</b>	<b>1,123,539</b>	<b>1,074,578</b>	<b>1,879,616</b>	<b>2,032,493</b>	<b>1,909,609</b>
<b>Expenditures:</b>							
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							
<b>Total Expenditures</b>	<b>1,195,975</b>	<b>1,136,641</b>	<b>1,095,124</b>	<b>1,118,322</b>	<b>1,139,372</b>	<b>1,711,168</b>	<b>1,403,793</b>
<b>Surplus (Deficit)</b>	<b>(322,322)</b>	<b>(147,323)</b>	<b>28,414</b>	<b>(43,744)</b>	<b>740,244</b>	<b>321,325</b>	<b>505,816</b>
<b>Transfers In - Fund 1 8900</b>	<b>76,892</b>	<b>151,919</b>	<b>50,000</b>				
<b>Ending Fund Balance</b>	<b>43,567</b>	<b>-</b>	<b>78,414</b>	<b>34,670</b>	<b>774,914</b>	<b>1,096,239</b>	<b>1,602,055</b>

**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		
<b>Ending Fund Balance</b>	<b>43,567</b>	<b>-</b>	<b>78,414</b>	<b>34,670</b>	<b>774,914</b>	<b>1,096,239</b>	<b>1,602,055</b>

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**



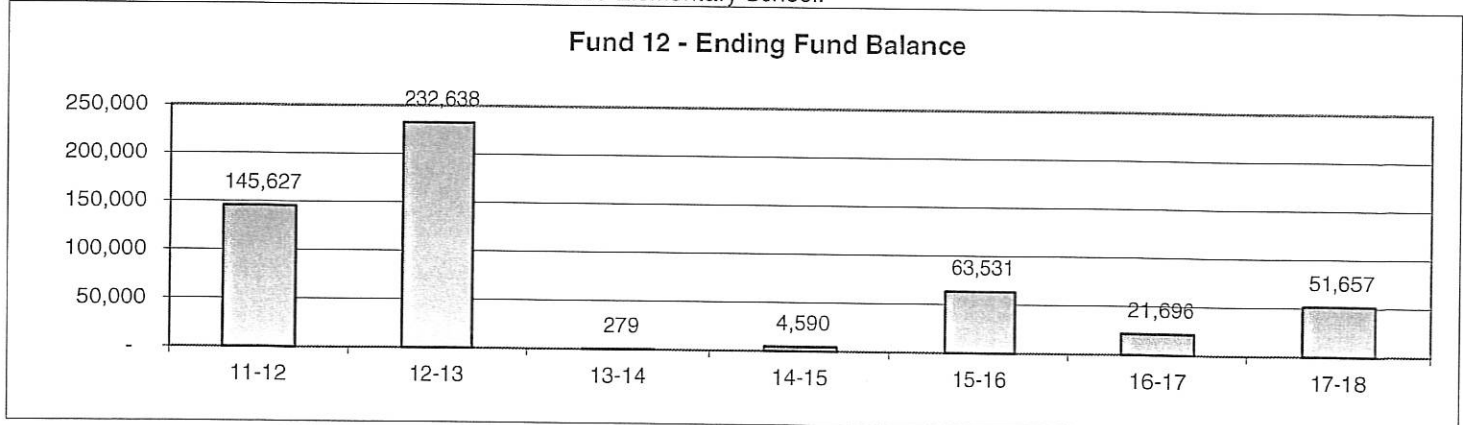
## Fund 12 - Child Development Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
<b>Beginning Fund Balance</b>	38,919	145,627	232,638	279	4,590	63,531	21,696
<b>Revenues:</b>							
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
<b>Total Revenues</b>	<b>494,957</b>	<b>496,865</b>	<b>458,807</b>	<b>409,266</b>	<b>492,280</b>	<b>469,187</b>	<b>473,836</b>
<b>Expenditures:</b>							
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
<b>Total Expenditures</b>	<b>388,249</b>	<b>409,854</b>	<b>693,604</b>	<b>404,955</b>	<b>433,340</b>	<b>511,022</b>	<b>443,875</b>
<b>Surplus (Deficit)</b>	<b>106,708</b>	<b>87,011</b>	<b>(234,796)</b>	<b>4,311</b>	<b>58,941</b>	<b>(41,835)</b>	<b>29,961</b>
<b>Transfers In from Fund 8900</b>			2,437		-		
<b>Ending Fund Balance</b>	<b>145,627</b>	<b>232,638</b>	<b>279</b>	<b>4,590</b>	<b>63,531</b>	<b>21,696</b>	<b>51,657</b>

**Components of Ending Fund Balance:**

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

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.

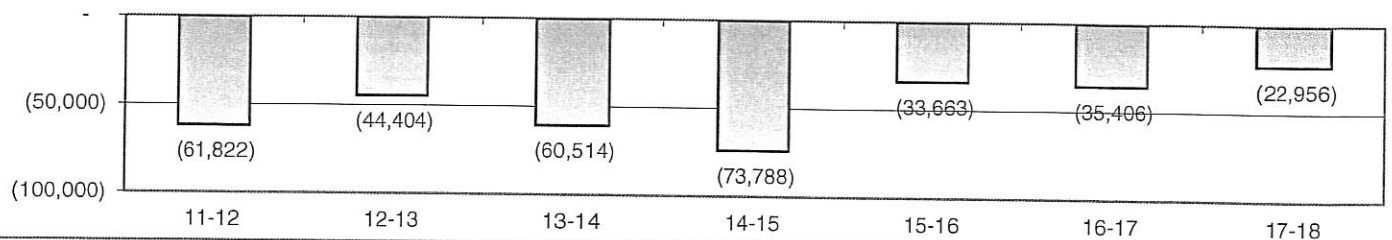
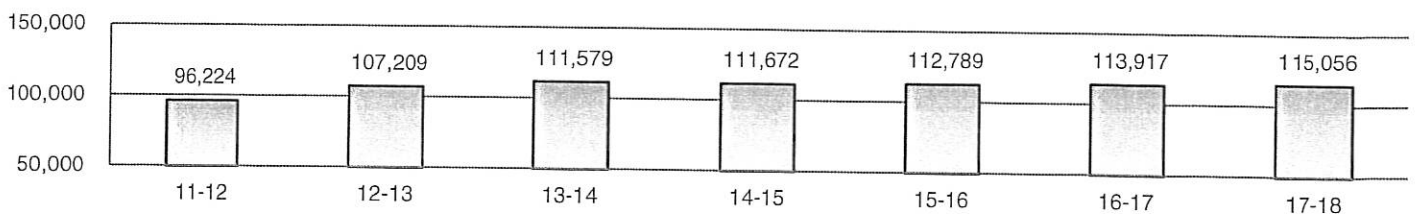


## Fund 13 - Cafeteria Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
<b>Beginning Fund Balance</b>	50,396	73,341	28,936	7,613	8,785	8,680	8,165
<b>Revenues:</b>							
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
<b>Total Revenues</b>	<b>463,889</b>	<b>504,382</b>	<b>510,988</b>	<b>519,408</b>	<b>573,884</b>	<b>602,006</b>	<b>602,006</b>
<b>Expenditures:</b>							
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							
<b>Total Expenditures</b>	<b>525,711</b>	<b>548,786</b>	<b>571,502</b>	<b>593,197</b>	<b>607,547</b>	<b>637,412</b>	<b>624,962</b>
<b>Surplus (Deficit)</b>	<b>(61,822)</b>	<b>(44,404)</b>	<b>(60,514)</b>	<b>(73,788)</b>	<b>(33,663)</b>	<b>(35,406)</b>	<b>(22,956)</b>
<b>Transfers In - General F 8900</b>	<b>19,937</b>		<b>39,191</b>	<b>74,960</b>	<b>33,558</b>	<b>34,891</b>	<b>22,956</b>
<b>Ending Fund Balance</b>	<b>8,511</b>	<b>28,937</b>	<b>7,614</b>	<b>8,785</b>	<b>8,680</b>	<b>8,165</b>	<b>8,165</b>

**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			
<b>Ending Fund Balance</b>	<b>8,511</b>	<b>28,937</b>	<b>7,614</b>	<b>8,785</b>	<b>8,680</b>	<b>8,165</b>	<b>8,165</b>

**Fund 13 - Surplus (Deficit)**

**Meals Served**




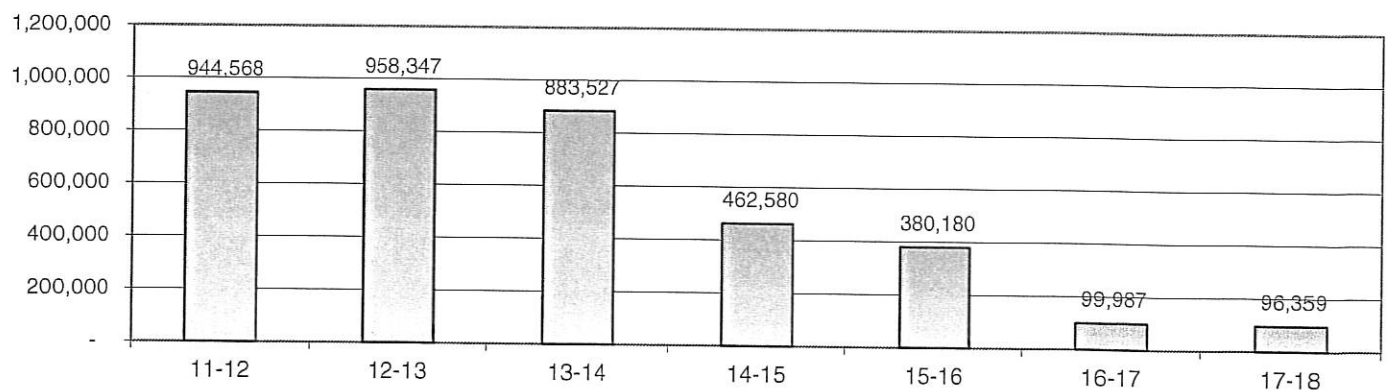
## Fund 14 - Deferred Maintenance Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
<b>Beginning Fund Balance</b>	915,189	944,568	958,347	883,527	462,580	380,180	99,987
<b>Revenues:</b>							
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
<b>Total Revenues</b>	<b>101,251</b>	<b>99,670</b>	<b>96,662</b>	<b>96,634</b>	<b>96,744</b>	<b>97,372</b>	<b>96,372</b>
<b>Expenditures:</b>							
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							
<b>Total Expenditures</b>	<b>71,872</b>	<b>85,891</b>	<b>171,482</b>	<b>517,581</b>	<b>179,144</b>	<b>377,566</b>	<b>100,000</b>
<b>Surplus (Deficit)</b>	<b>29,379</b>	<b>13,779</b>	<b>(74,820)</b>	<b>(420,947)</b>	<b>(82,400)</b>	<b>(280,194)</b>	<b>(3,628)</b>
<b>Transfers In (Out) - to G 8900</b>							
<b>Ending Fund Balance</b>	<b>944,568</b>	<b>958,347</b>	<b>883,527</b>	<b>462,580</b>	<b>380,180</b>	<b>99,987</b>	<b>96,359</b>

**Components of Ending Fund Balance:**

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

**Fund 14 - Ending Fund Balance**



## Fund 20 - Postemployment Benefits Fund

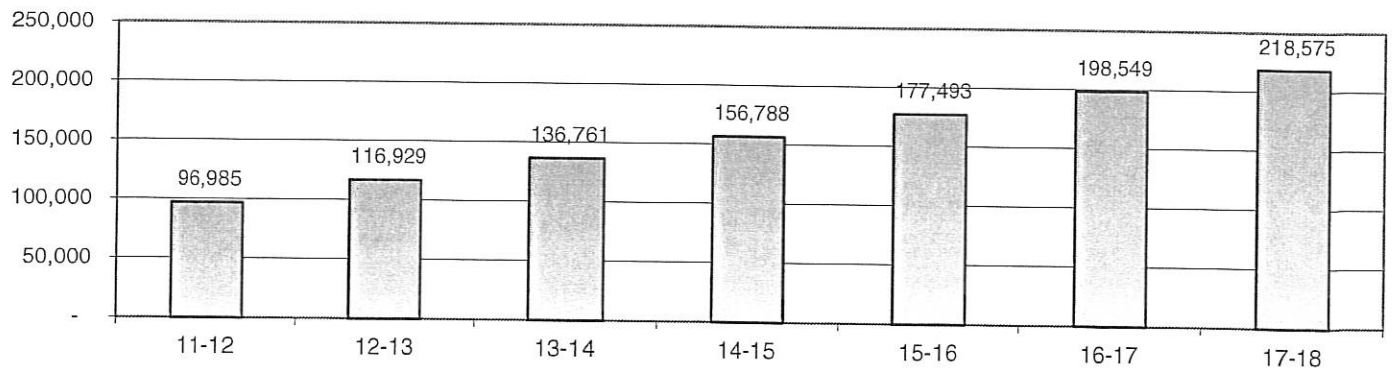
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
<b>Beginning Fund Balance</b>	77,147	96,985	116,928	136,761	156,788	177,493	198,549
<b>Revenues:</b>							
Revenue Limit Sources 8000							
Federal Revenue 8100							
Other State Revenue 8300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

**Components of Ending Fund Balance:**

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

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

**Fund 20 - Ending Fund Balance**



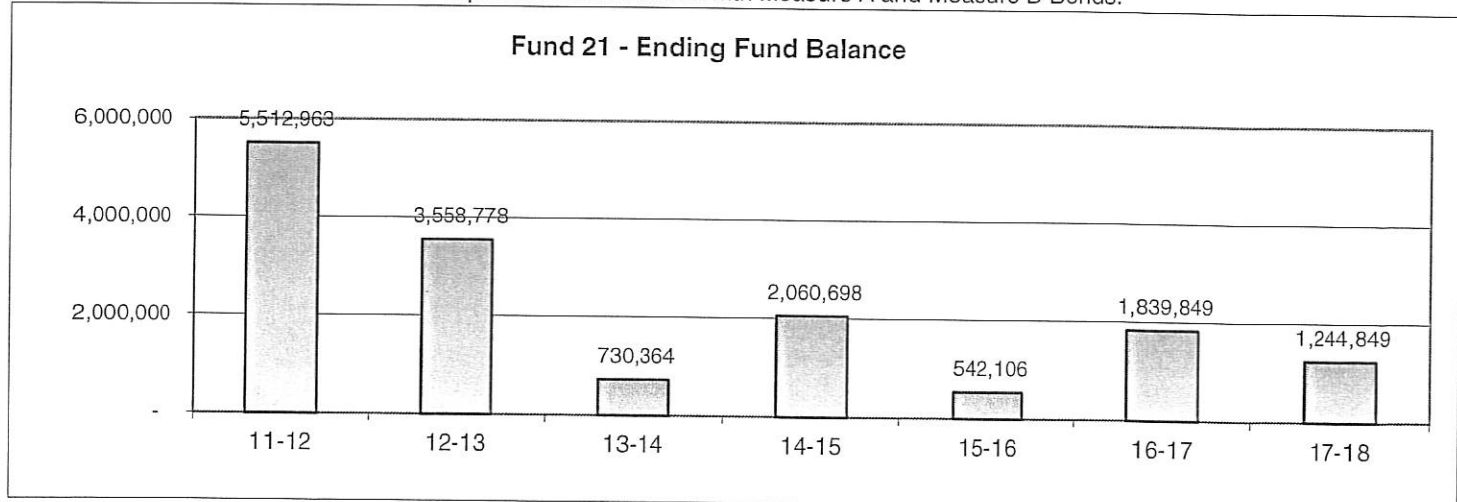
## Fund 21 - Building Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
<b>Beginning Fund Balance</b>	1,392,459	5,512,963	3,558,778	730,364	2,060,698	542,106	1,839,849
<b>Revenues:</b>							
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
<b>Total Revenues</b>	7,502,961	23,886	9,261	2,332,337	11,805	2,069,340	5,000
<b>Expenditures:</b>							
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							
<b>Total Expenditures</b>	3,382,456	1,978,072	2,837,675	1,002,003	1,530,398	771,598	600,000
<b>Surplus (Deficit)</b>	4,120,505	(1,954,186)	(2,828,413)	1,330,334	(1,518,592)	1,297,743	(595,000)
<b>Transfers In (Out) 8900</b>							
<b>Ending Fund Balance</b>	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		
<b>Ending Fund Balance</b>	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.



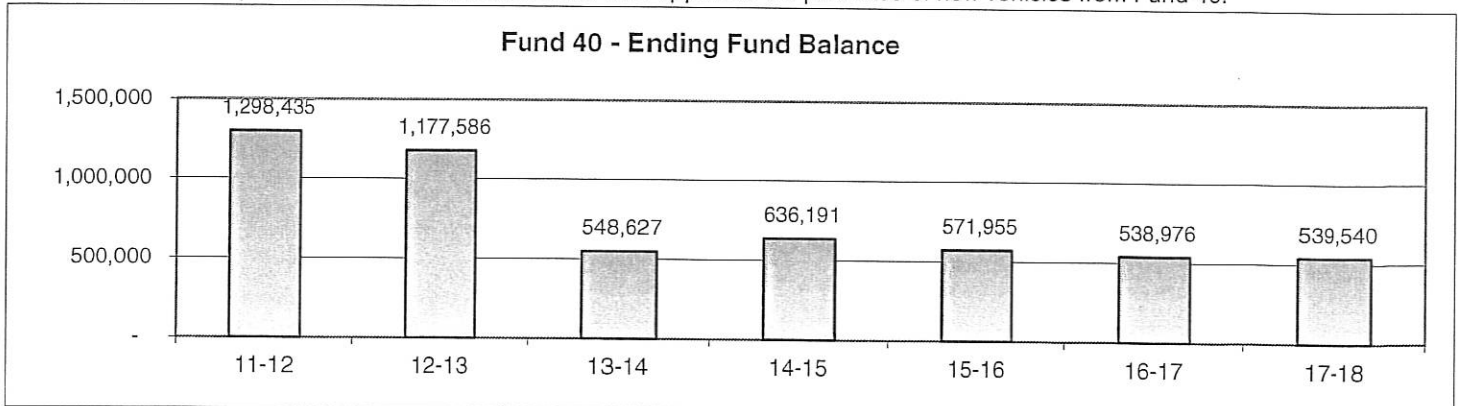
## Fund 40 - Capital Outlay Projects Fund

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Estimate
<b>Beginning Fund Balance</b>	<b>1,124,728</b>	<b>1,298,435</b>	<b>1,177,586</b>	<b>548,627</b>	<b>636,191</b>	<b>571,955</b>	<b>538,976</b>
<b>Revenues:</b>							
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
<b>Total Revenues</b>	<b>187,032</b>	<b>244,036</b>	<b>345,477</b>	<b>229,409</b>	<b>276,678</b>	<b>835,781</b>	<b>230,000</b>
<b>Expenditures:</b>							
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
<b>Total Expenditures</b>	<b>13,325</b>	<b>364,886</b>	<b>974,435</b>	<b>141,846</b>	<b>340,914</b>	<b>868,760</b>	<b>229,436</b>
<b>Surplus (Deficit)</b>	<b>173,707</b>	<b>(120,849)</b>	<b>(628,958)</b>	<b>87,564</b>	<b>(64,236)</b>	<b>(32,979)</b>	<b>564</b>
<b>Transfers In (Out) 8900</b>							
<b>Ending Fund Balance</b>	<b>1,298,435</b>	<b>1,177,586</b>	<b>548,627</b>	<b>636,191</b>	<b>571,955</b>	<b>538,976</b>	<b>539,540</b>

### 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		
<b>Ending Fund Balance</b>	<b>1,298,435</b>	<b>1,177,586</b>	<b>548,627</b>	<b>636,191</b>	<b>571,955</b>	<b>538,976</b>	<b>539,540</b>

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.



			2016-17 Estimated Actuals			2017-18 Budget			
			Action/Discussion Item B						
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	26,035,982.64	0.00	26,035,982.64	27,218,660.00	0.00	27,218,660.00	4.5%
2) Federal Revenue		8100-8299	50,000.00	648,609.88	698,609.88	50,000.00	628,877.00	678,877.00	-2.8%
3) Other State Revenue		8300-8599	711,793.00	1,565,165.37	2,276,958.37	386,000.00	1,351,405.00	1,737,405.00	-23.7%
4) Other Local Revenue		8600-8799	384,076.85	758,226.00	1,142,302.85	232,789.00	708,226.00	941,015.00	-17.6%
5) TOTAL REVENUES			27,181,852.49	2,972,001.25	30,153,853.74	27,887,449.00	2,688,508.00	30,575,957.00	1.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	12,883,252.65	2,295,529.34	15,178,781.99	13,253,973.00	2,016,322.00	15,280,295.00	0.7%
2) Classified Salaries		2000-2999	4,080,277.04	1,267,842.55	5,348,119.59	4,132,443.00	1,267,996.00	5,400,439.00	1.0%
3) Employee Benefits		3000-3999	3,780,776.65	1,804,311.77	5,585,088.42	3,985,624.00	1,812,493.00	5,798,117.00	3.8%
4) Books and Supplies		4000-4999	1,222,298.30	641,553.58	1,863,851.88	774,659.00	252,052.00	1,026,711.00	-44.9%
5) Services and Other Operating Expenditures		5000-5999	1,759,263.53	1,339,380.94	3,098,644.47	1,556,824.00	1,007,504.00	2,564,328.00	-17.2%
6) Capital Outlay		6000-6999	178,163.67	0.00	178,163.67	12,529.00	0.00	12,529.00	-93.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	66,044.00	220,605.57	286,649.57	66,045.00	150,000.00	216,045.00	-24.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(123,607.00)	101,935.00	(21,672.00)	(80,224.00)	58,552.00	(21,672.00)	0.0%
9) TOTAL EXPENDITURES			23,846,468.84	7,671,158.75	31,517,627.59	23,711,873.00	6,564,919.00	30,276,792.00	-3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			3,335,383.65	(4,699,157.50)	(1,363,773.85)	4,175,576.00	(3,876,411.00)	299,165.00	-121.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	54,316.72	0.00	54,316.72	42,382.00	0.00	42,382.00	-22.0%
2) Other Sources/Uses									
a) Sources		8930-8979	158,410.00	0.00	158,410.00	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,292,441.33)	4,292,441.33	0.00	(4,199,690.00)	4,199,690.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,188,348.05)	4,292,441.33	104,093.28	(4,242,072.00)	4,199,690.00	(42,382.00)	-140.7%



			2016-17 Estimated Actuals			Action/Discussion Item B			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(852,964.40)	(406,716.17)	(1,259,680.57)	(66,496.00)	323,279.00	256,783.00	-120.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,742,363.90	498,525.27	5,240,889.17	3,889,399.50	91,809.10	3,981,208.60	-24.0%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,742,363.90	498,525.27	5,240,889.17	3,889,399.50	91,809.10	3,981,208.60	-24.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,742,363.90	498,525.27	5,240,889.17	3,889,399.50	91,809.10	3,981,208.60	-24.0%
2) Ending Balance, June 30 (E + F1e)			3,889,399.50	91,809.10	3,981,208.60	3,822,903.50	415,088.10	4,237,991.60	6.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	91,809.10	91,809.10	0.00	415,088.10	415,088.10	352.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,957,575.72	0.00	2,957,575.72	2,908,328.28	0.00	2,908,328.28	-1.7%
Property Tax Reserve	0000	9780				151,589.00		151,589.00	
Basic Aid Reserve	0000	9780				909,532.00		909,532.00	
Sick Leave Incentive Reserve	0000	9780				40,000.00		40,000.00	
Deferred Maintenance Reserve	0000	9780				780,097.00		780,097.00	
STRS/PERS Reserve 2020-2021	0000	9780				105,071.31		105,071.31	
STRS/PERS Reserve 2020-2021	1100	9780				920,826.97		920,826.97	
STRS/PERS Reserve 2020-2021	1400	9780				1,212.00		1,212.00	
Property Tax Reserve (3%)	0000	9780	157,551.00		157,551.00				
Basic Aid Reserve	0000	9780	945,304.00		945,304.00				
Sick Leave Incentive	0000	9780	40,000.00		40,000.00				
STRS/PERS 2020-2021 Reserve	0000	9780	1,086,486.75		1,086,486.75				
STRS/PERS Reserve 2020-2021	1100	9780	727,021.97		727,021.97				
STRS/PERS reserve 2020-2021	1400	9780	1,212.00		1,212.00				
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	926,823.78	0.00	926,823.78	909,575.22	0.00	909,575.22	-1.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	143,533.36	135,000.00	-5.9%
2) Federal Revenue		8100-8299	34,558.00	34,558.00	0.0%
3) Other State Revenue		8300-8599	1,190,051.00	1,190,051.00	0.0%
4) Other Local Revenue		8600-8799	664,350.65	550,000.00	-17.2%
5) TOTAL, REVENUES			2,032,493.01	1,909,609.00	-6.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	628,936.07	618,559.00	-1.6%
2) Classified Salaries		2000-2999	381,228.82	313,368.00	-17.8%
3) Employee Benefits		3000-3999	243,434.09	228,742.00	-6.0%
4) Books and Supplies		4000-4999	378,055.33	168,124.00	-55.5%
5) Services and Other Operating Expenditures		5000-5999	79,514.50	75,000.00	-5.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,711,168.81	1,403,793.00	-18.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			321,324.20	505,816.00	57.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			321,324.20	505,816.00	57.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	774,914.35	1,096,238.55	41.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			774,914.35	1,096,238.55	41.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			774,914.35	1,096,238.55	41.5%
2) Ending Balance, June 30 (E + F1e)			1,096,238.55	1,602,054.55	46.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	967,483.09	1,513,928.09	56.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	128,755.46	88,126.46	-31.6%
Assigned for Adult Education	0000	9780		88,126.46	
Assigned for Adult Education	0000	9780	128,755.46		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	99,187.00	98,836.00	-0.4%
4) Other Local Revenue		8600-8799	370,000.00	375,000.00	1.4%
5) TOTAL, REVENUES			469,187.00	473,836.00	1.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	58,424.05	57,525.00	-1.5%
2) Classified Salaries		2000-2999	247,504.31	243,671.00	-1.5%
3) Employee Benefits		3000-3999	92,263.93	94,007.00	1.9%
4) Books and Supplies		4000-4999	13,370.74	15,000.00	12.2%
5) Services and Other Operating Expenditures		5000-5999	63,024.00	2,000.00	-96.8%
6) Capital Outlay		6000-6999	14,763.00	10,000.00	-32.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	21,672.00	21,672.00	0.0%
9) TOTAL, EXPENDITURES			511,022.03	443,875.00	-13.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(41,835.03)	29,961.00	-171.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(41,835.03)	29,961.00	-171.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	63,530.85	21,695.82	-65.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			63,530.85	21,695.82	-65.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,530.85	21,695.82	-65.8%
2) Ending Balance, June 30 (E + F1e)			21,695.82	51,656.82	138.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	21,695.82	51,656.82	138.1%
Assigned for Before and After School Progr	0000	9780		51,656.82	
Assigned for Before and After School Progr	0000	9780	21,695.82		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	177,000.00	180,000.00	1.7%
3) Other State Revenue		8300-8599	25,006.00	32,006.00	28.0%
4) Other Local Revenue		8600-8799	400,000.00	390,000.00	-2.5%
5) TOTAL, REVENUES			602,006.00	602,006.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	260,384.60	260,737.00	0.1%
3) Employee Benefits		3000-3999	65,796.79	70,225.00	6.7%
4) Books and Supplies		4000-4999	300,098.49	280,000.00	-6.7%
5) Services and Other Operating Expenditures		5000-5999	11,131.78	14,000.00	25.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			637,411.66	624,962.00	-2.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(35,405.66)	(22,956.00)	-35.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	34,890.72	22,956.00	-34.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			34,890.72	22,956.00	-34.2%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(514.94)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,680.00	8,165.06	-5.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,680.00	8,165.06	-5.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,680.00	8,165.06	-5.9%
2) Ending Balance, June 30 (E + F1e)			8,165.06	8,165.06	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	552.00	552.00	0.0%
Stores		9712	7,613.06	7,613.06	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	93,372.00	93,372.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	3,000.00	-25.0%
5) TOTAL, REVENUES			97,372.00	96,372.00	-1.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	28,051.26	30,000.00	6.9%
5) Services and Other Operating Expenditures		5000-5999	349,514.33	70,000.00	-80.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			377,565.59	100,000.00	-73.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(280,193.59)	(3,628.00)	-98.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(280,193.59)	(3,628.00)	-98.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	380,180.36	99,986.77	-73.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			380,180.36	99,986.77	-73.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			380,180.36	99,986.77	-73.7%
2) Ending Balance, June 30 (E + F1e)			99,986.77	96,358.77	-3.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	99,986.77	96,358.77	-3.6%
Assigned for Deferred Maintenance	0000	9780		96,358.77	
Assigned for Deferred Maintenance	0000	9780	99,986.77		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,630.47	600.00	-63.2%
5) TOTAL, REVENUES			1,630.47	600.00	-63.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,630.47	600.00	-63.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	19,426.00	19,426.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			19,426.00	19,426.00	0.0%



Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			21,056.47	20,026.00	-4.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	177,492.19	198,548.66	11.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			177,492.19	198,548.66	11.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			177,492.19	198,548.66	11.9%
2) Ending Balance, June 30 (E + F1e)			198,548.66	218,574.66	10.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	198,548.66	218,574.66	10.1%
Assigned for Post Employment Benefits	0000	9780		218,574.66	
Assigned for Post Employment Benefits	0000	9780	0.00		
Assigned for Post Employment Benefits	0000	9780	198,548.66		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,344.75	5,000.00	49.5%
5) TOTAL, REVENUES			3,344.75	5,000.00	49.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	180,526.61	450,000.00	149.3%
5) Services and Other Operating Expenditures		5000-5999	125,529.21	50,000.00	-60.2%
6) Capital Outlay		6000-6999	465,541.85	100,000.00	-78.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			771,597.67	600,000.00	-22.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(768,252.92)	(595,000.00)	-22.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	2,065,995.69	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,065,995.69	0.00	-100.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,297,742.77	(595,000.00)	-145.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	542,105.73	1,839,848.50	239.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			542,105.73	1,839,848.50	239.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			542,105.73	1,839,848.50	239.4%
2) Ending Balance, June 30 (E + F1e)			1,839,848.50	1,244,848.50	-32.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,839,848.50	1,244,848.50	-32.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	835,780.84	230,000.00	-72.5%
5) TOTAL, REVENUES			835,780.84	230,000.00	-72.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	113,461.90	50,000.00	-55.9%
5) Services and Other Operating Expenditures		5000-5999	132,593.80	50,000.00	-62.3%
6) Capital Outlay		6000-6999	593,569.62	100,000.00	-83.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	29,135.00	29,436.00	1.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			868,760.32	229,436.00	-73.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(32,979.48)	564.00	-101.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(32,979.48)	564.00	-101.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	571,955.48	538,976.00	-5.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			571,955.48	538,976.00	-5.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			571,955.48	538,976.00	-5.8%
2) Ending Balance, June 30 (E + F1e)			538,976.00	539,540.00	0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	538,976.00	539,540.00	0.1%
Assigned for Capital Outlay projects	0000	9780		539,540.00	
Assigned for Capital Outlay projects	0000	9780	538,976.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



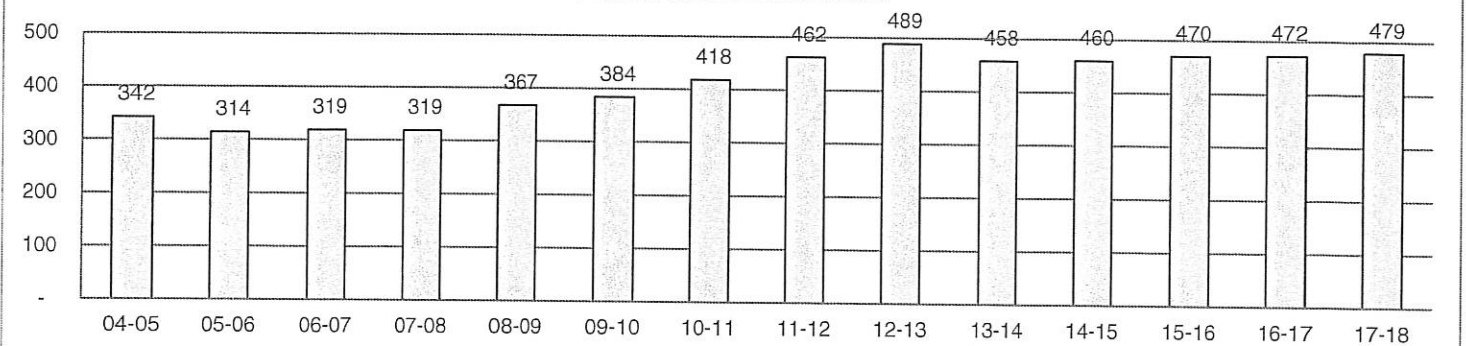
## Enrollment - CBEDS

5-year weighted average	2010-11 actual		2011-12 actual		2012-13 actual		2013-14 actual		2014-15 actual		2015-16 actual		2016-17 actual		2017-18 estimate	
Births	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%	CBEDS	%

### Forest Grove

TK																
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%

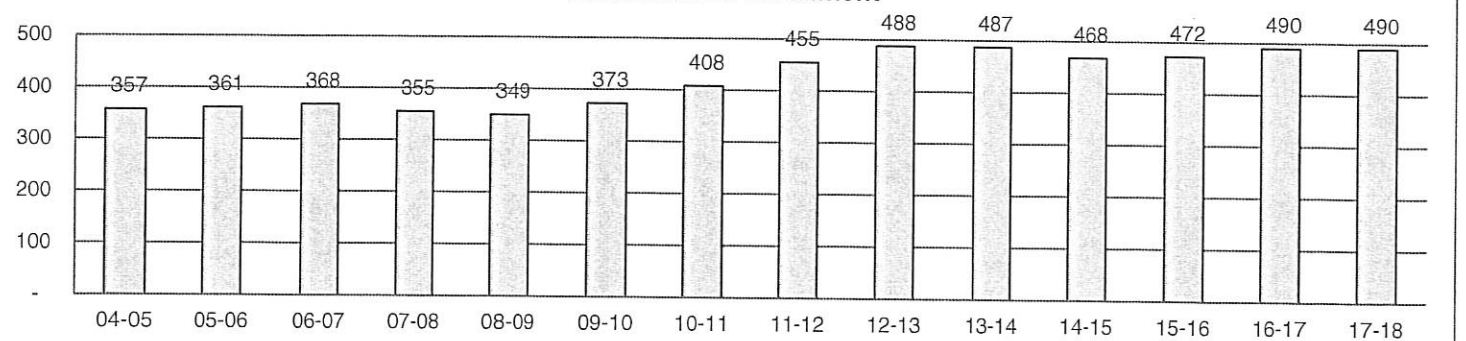
### Forest Grove Enrollment



### Robert Down

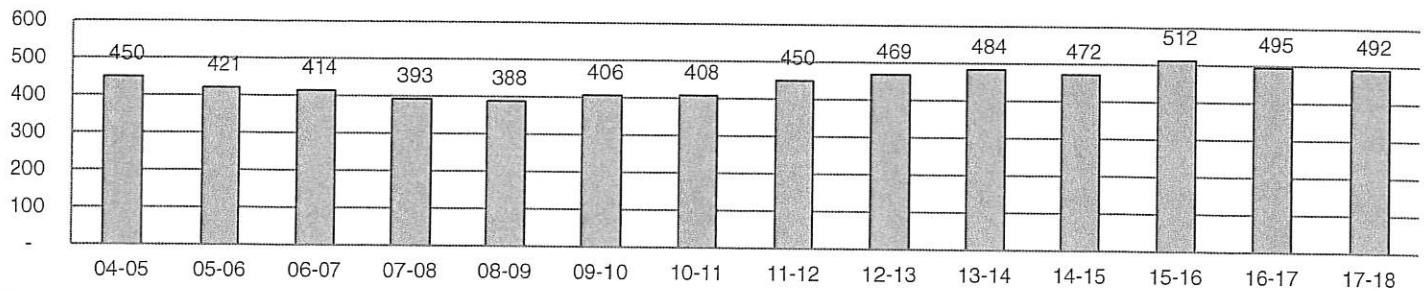
K	74		86		88		70		76		68		87		78	
1	71	29.1%	80	8.1%	86	0.0%	91	3.4%	72	2.9%	83	9.2%	78	14.7%	94	7.8%
2	66	4.8%	79	11.3%	84	5.0%	90	4.7%	79	-13.2%	79	9.7%	78	-6.0%	77	-0.8%
3	70	1.4%	76	15.2%	81	2.5%	72	-14.3%	85	-5.6%	87	10.1%	73	-7.6%	76	-2.7%
4	61	-6.2%	72	2.9%	78	2.6%	87	7.4%	72	0.0%	86	1.2%	93	6.9%	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	%
<b>Middle School</b>																
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%

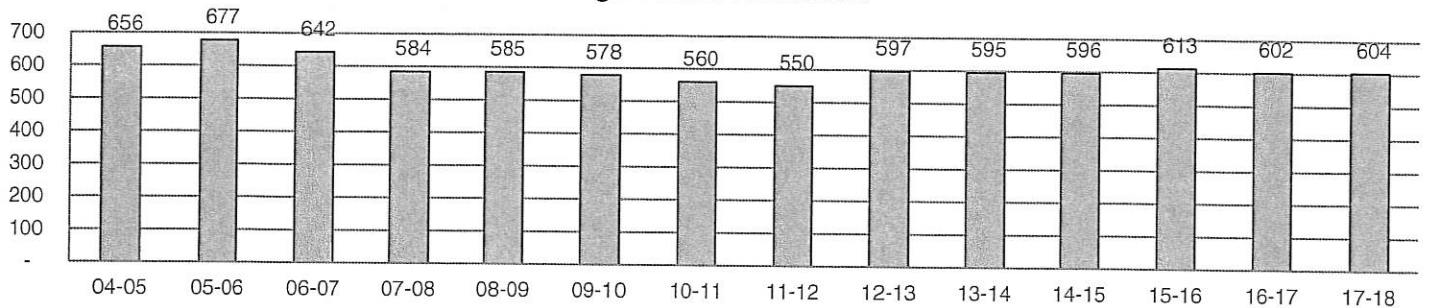
### Middle School Enrollment



### High School

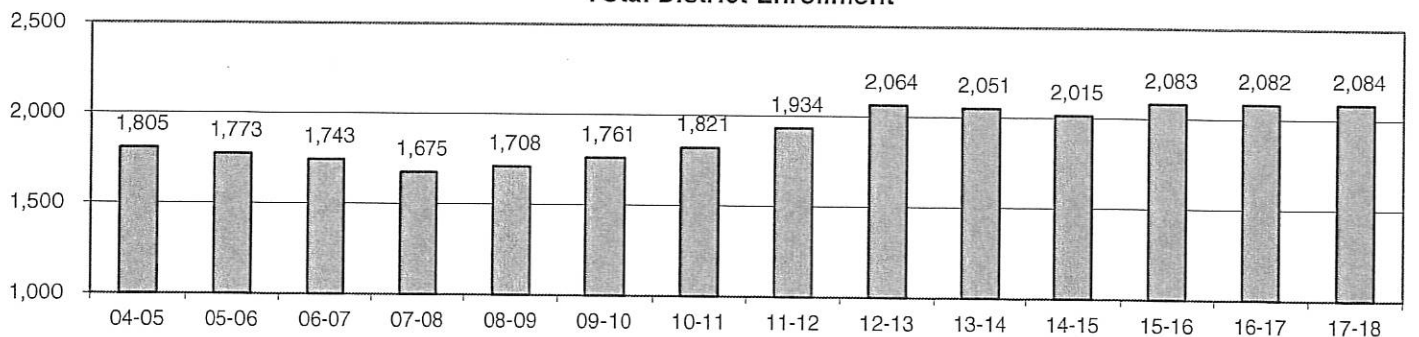
9	150	5.6%	146	5.8%	173	13.8%	153	-2.5%	160	8.1%	164	5.1%	170	6.3%	167	5.8%
10	137	-8.7%	151	0.7%	155	6.2%	167	-3.5%	151	-1.3%	155	-3.1%	152	-7.3%	165	-3.1%
11	132	-13.2%	128	-6.6%	153	1.3%	140	-9.7%	151	-9.6%	147	-2.6%	138	-11.0%	141	-7.2%
12	141	-2.8%	125	-5.3%	116	-9.4%	135	-11.8%	134	-4.3%	147	-2.6%	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



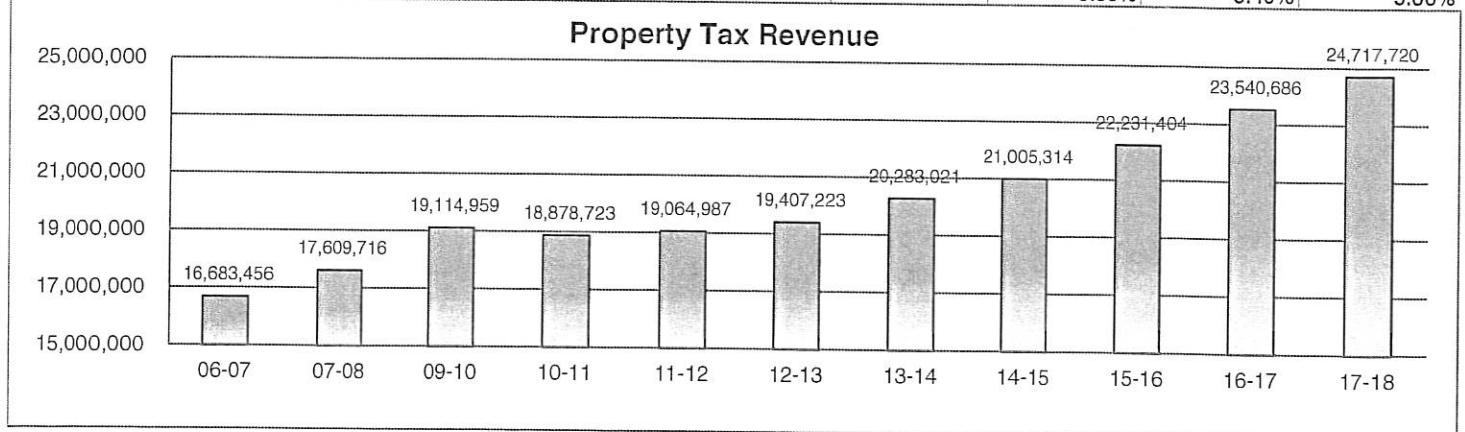
CHS	27	17	21	27	19	16	23	20
District	1,821	1,934	2,064	2,051	2,015	2,083	2,082	2,084
change	60	113	130	(13)	(36)	68	(1)	2
	3.4%	6.2%	6.7%	-0.6%	-1.8%	3.4%	0.0%	0.1%

### Total District Enrollment



# Property Tax Revenue

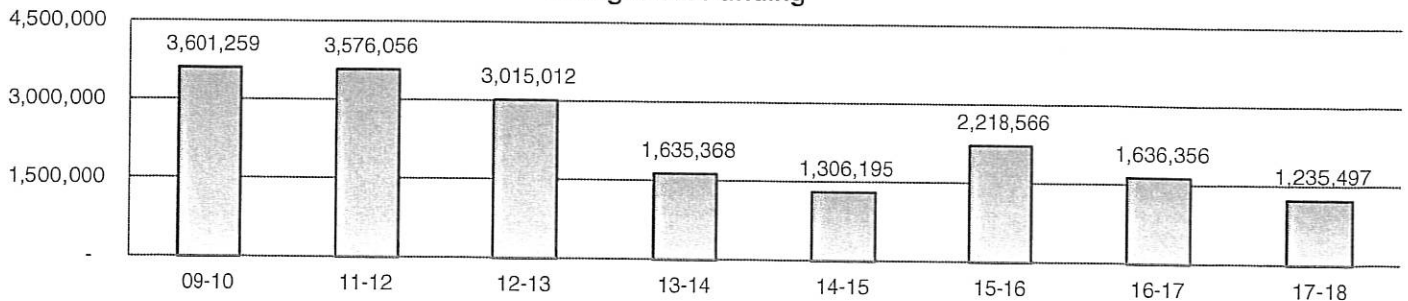
	2010-11 actual	2011-12 actual	2012-13 actual	2013-14 actual	2014-15 actual	2015-16 actual	2016-17 actual/est	2017-18 estimate
<b>July</b>		122,225	-	-	-	-	-	-
Year-to-Date	-	122,225	-	-	-	-	-	-
<b>August</b>	159,786		-	-	-	-	-	-
Year-to-Date	159,786	122,225	-	-	-	-	-	-
<b>September</b>	237,217	186,941	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
<b>October</b>			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
<b>November</b>	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
<b>December</b>	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%
<b>January</b>	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%
<b>February</b>	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%
<b>March</b>	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%
<b>April</b>	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%
<b>May</b>	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%
<b>June</b>	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%
<b>Total</b>	18,878,723	19,064,987	19,407,223	20,283,021	21,005,314	22,231,404	23,540,686	24,717,720
<b>Inc (Dec)</b>	(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%
<b>Assessed Val</b>	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
<b>AV Change %</b>	-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	-
<b>Total</b>		<b>3,576,056</b>	<b>3,015,012</b>	<b>1,635,368</b>	<b>1,306,195</b>	<b>2,218,566</b>	<b>1,636,356</b>	<b>1,235,497</b>

**Categorical Funding**





## 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
<b>Beginning Fund Balance</b>	<b>4,857,837</b>	<b>4,429,433</b>	<b>3,387,141</b>	<b>3,538,701</b>	<b>3,686,011</b>	<b>5,240,889</b>	<b>3,981,209</b>
<b>Revenues:</b>							
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
<b>Total Revenues</b>	<b>24,041,691</b>	<b>24,255,560</b>	<b>25,813,130</b>	<b>26,019,661</b>	<b>29,883,289</b>	<b>30,153,854</b>	<b>30,575,956</b>
percent change	-3.0%	0.9%	6.4%	0.8%	14.8%	0.9%	1.4%
<b>Expenditures:</b>							
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
<b>Total Expenditures</b>	<b>24,295,271</b>	<b>25,126,506</b>	<b>25,550,516</b>	<b>25,777,964</b>	<b>28,275,427</b>	<b>31,517,624</b>	<b>30,276,792</b>
percent change	4.7%	3.4%	1.7%	0.9%	9.7%	11.5%	-3.9%
<b>Surplus (Deficit)</b>	<b>(253,580)</b>	<b>(870,946)</b>	<b>262,613</b>	<b>241,697</b>	<b>1,607,862</b>	<b>(1,363,769)</b>	<b>299,164</b>
<b>Transfers In (Out)</b>							
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	
<b>Net Transfers In (Out)</b>	<b>(116,087)</b>	<b>(171,345)</b>	<b>(111,054)</b>	<b>(94,386)</b>	<b>(52,984)</b>	<b>104,088</b>	<b>(42,382)</b>
<b>Ending Fund Balance</b>	<b>4,488,171</b>	<b>3,387,141</b>	<b>3,538,700</b>	<b>3,686,012</b>	<b>5,240,889</b>	<b>3,981,208</b>	<b>4,237,991</b>
<b>Components of Ending Fund Balance</b>							
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			
<b>subtotal Unrestricted Reserve</b>	<b>4,433,110</b>	<b>3,372,907</b>	<b>3,174,113</b>	<b>3,229,893</b>	<b>4,737,363</b>	<b>3,884,399</b>	<b>3,817,903</b>
Undesignated Resv Percent	18.4%	13.3%	12.4%	12.5%	16.7%	12.4%	12.6%
<b>Ending Fund Balance</b>	<b>4,488,171</b>	<b>3,387,141</b>	<b>3,538,700</b>	<b>3,686,012</b>	<b>5,240,889</b>	<b>3,981,208</b>	<b>4,237,991</b>



# 1.00% of Salary Calculation

PGTA:		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Teachers Salaries	1100	9,730,497	9,984,615	10,356,283	11,114,068	11,854,384	11,854,289
Teachers Stipends	1160	179,183	142,590	141,129	no stipends	no stipends	no stipends
Support Salaries	1200	1,048,217	1,111,165	1,019,836	1,131,687	1,204,939	1,216,185
Fund 11 Cert Salaries		644,217	585,490	552,841	527,700	628,936	618,559
Fund 12 Cert Salaries		48,131	48,622	47,609	61,308	58,424	57,525
<b>Total Salaries</b>		<b>11,650,245</b>	<b>11,872,481</b>	<b>12,117,698</b>	<b>12,834,764</b>	<b>13,746,683</b>	<b>13,746,558</b>
Statutory Benefits %		12.600%	12.657%	13.937%	14.172%	16.022%	17.872%
<b>Benefits</b>		<b>1,467,931</b>	<b>1,502,712</b>	<b>1,688,831</b>	<b>1,818,943</b>	<b>2,202,493</b>	<b>2,456,785</b>
<b>Total Salaries and Benefits</b>		<b>13,118,176</b>	<b>13,375,193</b>	<b>13,806,530</b>	<b>14,653,706</b>	<b>15,949,176</b>	<b>16,203,343</b>
<b>1%</b>		<b>131,182</b>	<b>133,752</b>	<b>138,065</b>	<b>146,537</b>	<b>159,492</b>	<b>162,033</b>

CSEA:		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Instructional Aides	2100	752,351	897,242	945,667	963,306	1,028,083	967,419
Support Salaries	2200	1,399,763	1,552,366	1,635,208	1,801,497	1,991,360	2,068,633
Clerical and Office	2400	1,307,850	1,288,347	1,246,519	1,327,777	1,349,897	1,348,055
Less: Confidential Emps		(455,000)	(460,000)	(465,000)	(470,000)	(475,000)	(480,000)
Fund 11 Class Salaries		238,896	277,685	326,129	318,428	381,229	313,368
Fund 12 Class Salaries		229,282	240,802	244,552	257,864	247,504	243,671
Fund 13 Class Salaries		223,631	241,199	255,853	257,521	260,385	260,737
<b>Total Salaries</b>		<b>3,696,772</b>	<b>4,037,642</b>	<b>4,188,928</b>	<b>4,456,393</b>	<b>4,783,458</b>	<b>4,721,883</b>
Statutory Benefits %		21.967%	22.049%	21.978%	21.489%	23.530%	25.142%
<b>Benefits</b>		<b>812,070</b>	<b>890,264</b>	<b>920,638</b>	<b>957,634</b>	<b>1,125,548</b>	<b>1,187,176</b>
<b>Total Salaries and Benefits</b>		<b>4,508,842</b>	<b>4,927,906</b>	<b>5,109,567</b>	<b>5,414,027</b>	<b>5,909,006</b>	<b>5,909,059</b>
<b>1%</b>		<b>45,088</b>	<b>49,279</b>	<b>51,096</b>	<b>54,140</b>	<b>59,090</b>	<b>59,091</b>

Confidential:		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Clerical and Office	2400	455,000	460,000	465,000	470,000	475,000	480,000
<b>Total Salaries</b>		<b>455,000</b>	<b>460,000</b>	<b>465,000</b>	<b>470,000</b>	<b>475,000</b>	<b>480,000</b>
Statutory Benefits %		21.967%	22.049%	21.978%	21.489%	23.530%	25.142%
<b>Benefits</b>		<b>99,950</b>	<b>101,426</b>	<b>102,197</b>	<b>100,998</b>	<b>111,768</b>	<b>120,682</b>
<b>Total Salaries and Benefits</b>		<b>554,950</b>	<b>561,426</b>	<b>567,197</b>	<b>570,998</b>	<b>586,768</b>	<b>600,682</b>
<b>1%</b>		<b>5,549</b>	<b>5,614</b>	<b>5,672</b>	<b>5,710</b>	<b>5,868</b>	<b>6,007</b>

Management:		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Sups & Admin - Cert	1300	1,348,955	1,393,452	1,389,908	1,490,412	1,640,997	1,642,295
Sups & Admin - Class	2300	408,226	433,414	444,419	462,601	510,983	514,985
<b>Total Salaries</b>		<b>1,757,181</b>	<b>1,826,866</b>	<b>1,834,327</b>	<b>1,953,013</b>	<b>2,151,980</b>	<b>2,157,280</b>
Benefits % Cert		12.600%	12.657%	13.937%	14.172%	16.022%	17.872%
Benefits % Class		21.967%	22.049%	21.978%	21.489%	23.530%	25.142%
<b>Benefits Cert</b>		<b>169,968</b>	<b>176,371</b>	<b>193,710</b>	<b>211,221</b>	<b>262,921</b>	<b>293,511</b>
<b>Benefits Class</b>		<b>89,675</b>	<b>95,564</b>	<b>97,674</b>	<b>99,408</b>	<b>120,234</b>	<b>129,478</b>
<b>Benefits</b>		<b>259,643</b>	<b>271,935</b>	<b>291,384</b>	<b>310,630</b>	<b>383,155</b>	<b>422,989</b>
<b>Total Salaries and Benefits</b>		<b>2,016,825</b>	<b>2,098,801</b>	<b>2,125,712</b>	<b>2,263,643</b>	<b>2,535,134</b>	<b>2,580,268</b>
<b>1%</b>		<b>20,168</b>	<b>20,988</b>	<b>21,257</b>	<b>22,636</b>	<b>25,351</b>	<b>25,803</b>

<b>Total All Salaries &amp; Benefits</b>		<b>20,198,792</b>	<b>20,963,325</b>	<b>21,609,005</b>	<b>22,902,374</b>	<b>24,980,084</b>	<b>25,293,352</b>
<b>1%</b>		<b>201,988</b>	<b>209,633</b>	<b>216,090</b>	<b>229,024</b>	<b>249,801</b>	<b>252,934</b>

**SUBJECT:** Adoption of the Local Control Accountability Plan

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

---

**RECOMMENDATION:**

The District Administration recommends the Board adopt the 2017-2018 Local Control Accountability Plan (LCAP).

**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.*

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

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

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

## LCAP HIGHLIGHTS

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

This year our district plan, as exemplified in the first LCAP goal, will continue to focus on ensuring all students are prepared for college and career upon high school graduation. Our base program ensures student success through systems of support that address the whole child's well being socially, emotionally and academically. Students are all taught by highly qualified teachers in safe and supporting environments in facilities that are clean and maintained to the highest standards. Students and parents are encouraged to provide input in the educational programs at each of the sites. We continue to enhance our technology infrastructure and provide digital citizenship learning opportunities for students and continue to support educational technology supports to staff through our 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><b>PLANNED</b></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><b>BUDGETED</b></p> <p>1.01(A) Stipends for Instructional Leadership Team members 1000-1999: Certificated Personnel Salaries Education Effectiveness Funds \$23,000.</p>
Expenditures	<p><b>ACTUAL</b></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><b>ESTIMATED ACTUAL</b></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><b>PLANNED</b> 1.06 ELD teachers collaborate with general education teachers to differentiate instruction to ensure EL students access core programs</p>	<p><b>ACTUAL</b> 1.06 ELD teachers collaborate with general education teachers to differentiate instruction to ensure EL students access core programs</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 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><b>ESTIMATED ACTUAL</b> 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><b>7</b></p>	
<p>Actions/Services</p>	<p><b>PLANNED</b> 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><b>ACTUAL</b> 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><b>BUDGETED</b> 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><b>ESTIMATED ACTUAL</b> 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	<b>PLANNED</b> 1.08 Summer school program for general education, English learners, and special education students.	<b>ACTUAL</b> 1.08 Summer school program for general education, English learners, and special education students.
	<b>BUDGETED</b> 1.08 Summer school program 1000-1999: Certificated Personnel Salaries General Fund \$67,000.	<b>ESTIMATED ACTUAL</b> 1.08 Summer school program 1000-1999: Certificated Personnel Salaries General Fund \$87,090.

## Action 9

Actions/Services	<b>PLANNED</b> 1.09 English Language Arts adoption grades 3-5	<b>ACTUAL</b> 1.09 English Language Arts adoption grades 3-5
	<b>BUDGETED</b> 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.	<b>ESTIMATED ACTUAL</b> 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	<b>PLANNED</b> 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.	<b>ACTUAL</b> 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.
	<b>BUDGETED</b> No cost	<b>ESTIMATED ACTUAL</b> No cost

## Action 11

Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> 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.



	BUDGETED No Cost	ESTIMATED ACTUAL No cost
--	---------------------	-----------------------------

## ANALYSIS

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

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

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

Overall 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	<p><b>PLANNED</b></p> <p>2.2 Increase student participation in honors Advanced Placement courses and maintain high level of AP choices.</p> <ul style="list-style-type: none"> <li>meet with AP instructors and counselors to review numbers of students, review success rates, and review and revise process for students entering AP classes.</li> </ul>	<p><b>ACTUAL</b></p> <p>PGHS honors and AP student participation increased from 2015-16 from 229 to 282. AP Computer Science A was added during 2016-17.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
	<p><b>BUDGETED</b></p> <p>2.2 Send teachers to AP training 5000-5999: Services And Other Operating Expenditures General Fund \$2000.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>2.2 Send teachers to AP training 5000-5999: Services And Other Operating Expenditures General Fund \$840.00</p>

### Action 3

Actions/Services	<p><b>PLANNED</b></p> <p>2.3 Continue articulation with Monterey Peninsula College to better prepare students and understand post secondary education. Collaboration to add Career Tech Education classes.</p>	<p><b>ACTUAL</b></p> <p>All CTE courses were articulated with MPC for 2016-17. Dual Enrollment to begin for IT Essentials and Networking for 2017-18.</p>
	<p><b>BUDGETED</b></p> <p>2.3 No additional cost</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>2.3 No additional cost</p>

### Action 4

Actions/Services	<p><b>PLANNED</b></p> <p>2.4 Intervention supports for all students who are struggling</p> <p>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.</p> <p>B) Refine current Math Fundamentals class to better identify and motivate students with low motivation.</p>	<p><b>ACTUAL</b></p> <p>2.4 Intervention supports for all students who are struggling</p> <p>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.</p>

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.

<b>Goal 3</b>	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.

<b>Action 1</b>	<b>PLANNED</b>	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.
	<b>ACTUAL</b>	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><b>BUDGETED</b> 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><b>ESTIMATED ACTUAL</b> 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><b>PLANNED</b> 3.2 Student surveys and focus groups will provide direction and guidance towards the implementation of site specific goals.</p>	<p><b>ACTUAL</b> 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><b>BUDGETED</b> 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, &amp;11 5000-5999: Services And Other Operating Expenditures Other \$180.</p>	<p><b>ESTIMATED ACTUAL</b> 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, &amp;11 5000-5999: Services And Other Operating Expenditures Other \$368.50</p>
<p>Action</p> <p>3</p> <p>Actions/Services</p>	<p><b>PLANNED</b> 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><b>ACTUAL</b> 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><b>BUDGETED</b> 3.3 School Messaging System (paid for a 3 year contract in January 2015)</p>	<p><b>ESTIMATED ACTUAL</b> 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><b>PLANNED</b> 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><b>ACTUAL</b> 3.4 REMIND: Text based system for sites to communicate with parents regarding site specific events and from the</p>

Expenditures	<p>BUDGETED</p> <p>3.4 No cost</p>	<p>District to communicate with parents only for emergency purposes.</p> <p>ESTIMATED ACTUAL</p> <p>3.4 No cost</p>
Action	5	
Actions/Services	<p>PLANNED</p> <p>3.5 Increase parental involvement for Hispanic families with translation services for written communications</p> <p>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.</p>	<p>ACTUAL</p> <p>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.</p>
Expenditures	<p>BUDGETED</p> <p>3.5 Translation Services 5000-5999: Services And Other Operating Expenditures Other \$3000</p>	<p>ESTIMATED ACTUAL</p> <p>3.5 Translation Services 5000-5999: Services And Other Operating Expenditures General Fund \$954.</p>
Action	6	
Actions/Services	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>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.</p>
Expenditures	<p>BUDGETED</p> <p>3.6 (a) Teacher for Parent Education Class 1000-1999: Certificated Personnel Salaries Other \$5,400.</p> <p>3.6 (b) Baby sitting offered through BASRP 2000-2999: Classified Personnel Salaries Other \$4,400.</p>	<p>ESTIMATED ACTUAL</p> <p>3.6 (a) Teacher for Parent Education Class 1000-1999: Certificated Personnel Salaries Other \$1,891.</p> <p>3.6 (b) Baby sitting offered through BASRP 2000-2999: Classified Personnel Salaries Other \$700.</p>
Action	7	
Actions/Services	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>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</p>

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

Expenditures

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

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	<b>BUDGETED</b> 4.2 School Resource Officer 7000-7439: Other Outgo General Fund \$61,400.	<b>ESTIMATED ACTUAL</b> School Resource Officer 7000-7439: Other Outgo General Fund \$61,402
Action	<b>3</b>	
Actions/Services	<b>PLANNED</b> 4.3 Analyze results of California Healthy Kids Survey 2015-2016 Supports for Learning and Student Academic Engagement.	<b>ACTUAL</b> California Healthy Kids Survey results was presented to the school board and community on April 6, 2017.
Expenditures	<b>BUDGETED</b> 4.3 No additional cost	<b>ESTIMATED ACTUAL</b> no cost
Action	<b>4</b>	
Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> 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	<b>BUDGETED</b> 4.4 Digital Citizenship Curriculum 4000-4999: Books And Supplies Measure A Fund 21 \$5000.	<b>ESTIMATED ACTUAL</b> no cost: the curriculum was free from Common Sense Media
Action	<b>5</b>	
Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> 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	<b>BUDGETED</b> 4.5 Contract services for outside vendor 5800: Professional/Consulting Services And Operating Expenditures General Fund \$5000.	<b>ESTIMATED ACTUAL</b> 4.5 Contract services for outside vendor 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4,000.
Action	<b>6</b>	
Actions/Services	<b>PLANNED</b> 4.6 Classified Salaries for Campus Supervisors	<b>ACTUAL</b>

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

## Action 12

Actions/Services	<b>PLANNED</b> 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.).	<b>ACTUAL</b> 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.).
	<b>BUDGETED</b> No additional cost	<b>ESTIMATED ACTUAL</b> No additional cost
Expenditures		

## Action 13

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

<b>Goal 5</b>	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.

<b>Action 1</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	<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>

<p>Expenditures</p>	<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><b>BUDGETED</b> 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><b>ESTIMATED ACTUAL</b> See Actual for Classified Professional Growth in 5.3 below. 0</p>
<p>Action <b>2</b></p> <p>Actions/Services</p> <p>Expenditures</p>	<p><b>PLANNED</b> 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><b>BUDGETED</b> Livescan services 5000-5999: Services And Other Operating Expenditures General Fund \$9,500</p>	<p><b>ACTUAL</b> 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><b>ESTIMATED ACTUAL</b> Livescan services 5000-5999: Services And Other Operating Expenditures General Fund \$8,180</p>
<p>Action <b>3</b></p> <p>Actions/Services</p>	<p><b>PLANNED</b> 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><b>ACTUAL</b> This was accomplished and will continue to be a district focus. Staff completed coursework, attended workshops, conferences and district trainings.</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>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>
Expenditures	<p><b>BUDGETED</b></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><b>ESTIMATED ACTUAL</b></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

Actions/Services	<p><b>PLANNED</b></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><b>ACTUAL</b></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>
Expenditures	<p><b>BUDGETED</b></p> <p>No cost</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>No additional cost</p>

## Action 5

Actions/Services	<p><b>PLANNED</b></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><b>ACTUAL</b></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><b>BUDGETED</b> No cost</p>	<p><b>ESTIMATED ACTUAL</b> 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.

5.1 Staff development expenditures were listed under 5.3  
5.2 We spent \$1,320 less than what was projected for DOJ/fingerprinting costs  
5.3 Staff participation 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.  
5.4 N/A  
5.5 N/A

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)
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

**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)

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)

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	Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software	Budget Reference	4000-4999: Books And Supplies Technology hardware, infrastructure, and instructional software
Amount	\$600,000.	Amount	\$12,529.	Amount	\$12,529.
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	6000-6999: Capital Outlay Five Elementary Portables	Budget Reference	6000-6999: Capital Outlay	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	<b>OR</b> <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:
--------------------	---	--

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 <b>OR</b> <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	<b>OR</b> <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

Amount	\$96,467.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math
Amount	\$44,325.
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school

### 2018-19

Amount	\$98,348.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math
Amount	\$45,211.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Special education transitions Math A & B at middle school

### 2019-20

Amount	\$100,267.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General education MS: 2 math 180, HS Fundamentals of math
Amount	\$46,115.
Source	Supplemental
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:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>	
<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<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 Income

Scope 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:**

<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 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 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:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<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:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<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:

<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 type="checkbox"/> LEA-wide	<input checked="" 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>Forest Grove Elementary</u>	<input type="checkbox"/> 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)

<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
-----------------------------	---	--

### 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
--------	---------

#### 2018-19

Amount	no cost
--------	---------

#### 2019-20

Amount	no cost
--------	---------



## 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](mailto: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 day 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***

<b>Conditions of Learning</b>						
<b>Priority</b>	<b>Description</b>	<b>Location of information</b>	<b>Baseline 2016-17</b>	<b>Expected Outcomes 2017-18</b>	<b>Expected Outcomes Year 2 2018-19</b>	<b>Expected Outcomes Year 3 2019-20</b>
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>
--	--	--	---	--	--	--

				are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.	disabilities have full access and are mainstreamed into general education classes.
--	--	--	--	--	--	--

Pupil Outcomes						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Pupil Achievement	EL progress toward English proficiency	CELDT 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>
--	--	--	--	--	--	--

			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	<b>2015-2016</b> 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"> <li>-English only or IFEP (initial fluent English Proficient)</li> <li>-Reclassified as Fluent English proficient (RFEP)</li> <li>-English learners (EL)</li> <li>-Free/Reduced lunch students</li> </ul>	Local data	<p><b>Waiting for 2016-2017 results</b></p> <p><b>2016-2017</b> 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><b>SBAC 2015-2016 ELA</b></p> <p>Ready: 61% Conditionally Ready: 26% Not Yet: 8% Not: 5%</p>	<p><b>ELA</b></p> <p>Ready: 63% Conditionally Ready: 28% Not Yet: 0% Not: 0%</p> <p><b>Math</b></p> <p>Ready: 45%</p>	<p><b>ELA</b></p> <p>Ready: 64% Conditionally Ready: 30% Not Yet: 0% Not: 0%</p> <p><b>Math</b></p>	<p><b>ELA</b></p> <p>Maintain levels</p> <p><b>Math</b></p> <p>Ready: 55% Conditionally Ready: 37%</p>

			<b>SBAC 2015-2016 Math</b> Ready: 39% Conditionally Ready: 31.5% Not Yet: 13% Not: 16.5%  <b>Waiting for 2016-2017 results</b>	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	<b>AVID GPA (16-17) for MS: 3.26</b>  <b>AVID GPA (16-17) for HS: 3.17</b>  <b>DIBELS Next Grade K - End of Year</b> At/Above Benchmark: 87% (does not include scores from all students at grade level)  <b>DIBELS Next Grade 1 - End of Year</b> 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%

			students at grade level)			
			<b>DIBELS Next Grade 2</b> <b>- End of Year</b> At/Above Benchmark: 73% (does not include scores from all students at grade level)	At/Above Benchmark: 78%	At/Above Benchmark: 83%	At/Above Benchmark: 88%
			<b>SRI</b> <b>(Grades 3-6)</b> <b>Grade 3</b> Proficient & Advanced: 57%	Proficient & Advanced: 62%	Proficient & Advanced: 65%	Proficient & Advanced: 70%
			<b>Grade 4</b> Proficient & Advanced: 65%	Proficient & Advanced: 69%	Proficient & Advanced: 72%	Proficient & Advanced: 75%
			<b>Grade 5</b> Proficient & Advanced: 69%	Proficient & Advanced: 73%	Proficient & Advanced: 75%	Proficient & Advanced: 785%
			<b>Grade 6</b> Proficient & Advanced: 69%	Proficient & Advanced: 72%	Proficient & Advanced: 75%	Proficient & Advanced: 78%



			<p><b>ELA</b>  <b>9th Grade Comprehensive (end-of-course)</b>  Exceeded: 12.4%  Met: 35.3%  Nearly: 30%  Not Met: 22.4%</p> <p><b>10th Grade Comprehensive (end-of-course)</b>  Exceeded: 17%  Met: 38.5%  Nearly: 24.4%  Not Met: 20.0%</p> <p><b>Math</b>  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>
--	--	--	--	--	--	--

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 - <b>10% of enrolled days</b>	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	<b>Local district data</b>				

**SUBJECT:** Approval of Resolution #999 Authorizing State Preschool Contract

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The District Administration recommends that the Board approve this Resolution which will allow the District to continue to offer the State Preschool Program for the 2017-18 school year, subject to ongoing review to verify that program expenses do not exceed state funding.

**BACKGROUND:**

For several years, the District has participated in the State Preschool Program, offering preschool opportunities to students whose families meet the income eligibility requirements. In order to continue participation in this program, the Board must approve this Resolution and authorize this contract.

**INFORMATION:**

The proposed contract will allow the District to offer a program to a maximum of 14.49 equivalent students for 180 days, with a reimbursable amount of \$38.43 per student, per day.

**FISCAL IMPACT:**

The Maximum Reimbursable Amount (MRA) is \$100,249 in state funding into Fund 12

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2017–18.

BE IT RESOLVED that the Governing Board of Pacific Grove Unified School District

Superintendent

225

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

Action/Discussion Item D

**F.Y. 17 - 18****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****DATE:** July 01, 2017**CONTRACT NUMBER:** CSPP-7316**PROGRAM TYPE:** CALIFORNIA STATE  
PRESCHOOL PROGRAM**PROJECT NUMBER:** 27-6613-00-7**CONTRACTOR'S NAME:** PACIFIC GROVE UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC 04/2017)\*; the STATE PRESCHOOL PROGRAM REQUIREMENTS\*; and the FUNDING TERMS AND CONDITIONS (FT&C)\*, which are by this reference made a part of this Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2017 through June 30, 2018. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$38.43 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$100,249.00.

**SERVICE REQUIREMENTS**

Minimum Child Days of Enrollment (CDE) Requirement	2,609.0
Minimum Days of Operation (MDO) Requirement	180

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (\*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2017.asp>.

**STATE OF CALIFORNIA**

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING

VALARIE BLISS,

TITLE

CONTRACT MANAGER

**CONTRACTOR**

BY (AUTHORIZED SIGNATURE)

PRINTED NAME AND TITLE OF PERSON SIGNING

Rick Miller - Asst. Supt.

ADDRESS

435 Hillcrest Ave. Pacific Grove, CA 93950

AMOUNT ENCUMBERED BY THIS DOCUMENT

\$ 100,249

PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT

\$ 0

TOTAL AMOUNT ENCUMBERED TO DATE

\$ 100,249

PROGRAM/CATEGORY (CODE AND TITLE)

Child Development Programs

(OPTIONAL USE) 0656

23038-6613

ITEM 30.10.010.

6100-196-0001

CHAPTER

B/A

FUND TITLE

General

STATUTE

2017

FISCAL YEAR

2017-2018

OBJECT OF EXPENDITURE (CODE AND TITLE)

702

SACS: Res-6105 Rev-8590

Department of General Services  
use only

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.

B.R. NO.

SIGNATURE OF ACCOUNTING OFFICER

PGUSD

DATE

Regular Board Meeting of June 29, 2017

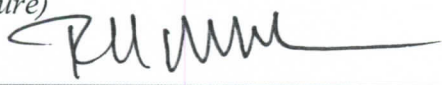
226



CCC-04/2017

**CERTIFICATION**

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> <b>Pacific Grove Unified School District</b>		<i>Federal ID Number</i> <b>581-90-8280</b>
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> <b>Rick Miller, Asst. Superintendent</b>		
<i>Date Executed</i> <b>6-29-2017</b>	<i>Executed in the County of</i> <b>Monterey</b>	

**CONTRACTOR CERTIFICATION CLAUSES**

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)
2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:
  - a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
  - b. Establish a Drug-Free Awareness Program to inform employees about:
    - 1) the dangers of drug abuse in the workplace;
    - 2) the person's or organization's policy of maintaining a drug-free workplace;
    - 3) any available counseling, rehabilitation and employee assistance programs; and,
    - 4) penalties that may be imposed upon employees for drug abuse violations.
  - c. Every employee who works on the proposed Agreement will:
    - 1) receive a copy of the company's drug-free workplace policy statement; and,
    - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

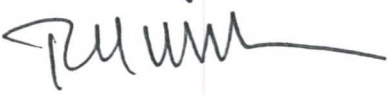
CO-005

## CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

### CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.		<i>Federal ID Number</i>
<i>Proposer/Bidder Firm Name (Printed)</i> Pacific Grove Unified School District		581-90-8280
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Rick Miller, Asst. Superintendent		
<i>Date Executed</i> 6-29-2017	<i>Executed in the County and State of</i> Monterey	

**SUBJECT:** Approval of Measure A Education Technology Expenditures

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services and Bruce Cates, Director of Technology and Matthew Binder, Director of Instructional Technology

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and approve Measure A Education Technology Bond expenditures.

**BACKGROUND:**

On November 4, 2014, the voters with the Pacific Grove Unified School District approved an \$18 million General Obligation Bond to be used for Education Technology. Each property may be charged a maximum of \$17.96 per \$100,000 of assessed valuation over 18 years. Measure A was approved by voters with 59.79% of the vote.

The bond measure will improve technology by:

- Increasing student access to computers.
- Upgrading educational software in every classroom.
- Implementing a multiyear, District-wide educational technology plan.
- Improving classroom and campus security systems.
- Installing student performance assessment software for statewide testing/learning requirements.

The bond funds will be released in six separate series, approximately \$3 million every three years, over a period of 18 years. The first issuance, Series A, was released in the 2014-15 fiscal year for \$2,328,234. As the assessed valuations of the properties within the District increase, the maximum allowable funding for each series will also increase.

**INFORMATION:**

Please see the attached spreadsheet which is a current list of Measure A expenditures that are awaiting Board approval. These prices are estimated and may vary slightly due to variations in tax and shipping costs.

**SERIES B:**

Dec, 2016 - \$97,150 (approved)

**Jun, 2017 - \$97,492 (for approval tonight)**

Dec, 2017 - \$300,000

Jun, 2018 - \$300,000

Dec, 2018 - \$300,000

Jun, 2019 - \$300,000

Dec, 2019 - \$300,000

Jun, 2020 - \$300,000

**FISCAL IMPACT:**

\$97,492.90 of equipment and/or software to be purchased from Fund 21



## Measure A - Requests 06\_29\_17 Board Meeting - Sheet1

	Item	Request	Site(s)	Qty	Est. Cost Incl. Tax; S/H	Item Total
1	Chromebooks	June/July 2017	FG, RD, MS, HS, CHS	78 [1]	\$281.45	\$21,953.10
2	iPads	June/July 2017	HS, RD	16 [2]	\$379.88	\$6,078.08
3	LCD Projectors	June/July 2017	HS, MS, RD, FG	7 [3]	\$750.00	\$5,250.00
4	Lamp-Free Projector	June/July 2017	MS, DO	2 [4]	\$903.06	\$1,806.12
5	Touch Screen Monitor (staff)	June/July 2017	HS	1	\$300.00	\$300.00
6	Projector Screens	June/July 2017	FG, RD	3 [5]	\$95.00	\$285.00
7	Laptop Computers (Staff)	June/July 2017	HS, MS, RD, FG	6 [6]	\$611.00	\$3,666.00
8	Desktop Computers (Staff)	June/July 2017	FG, Adult Ed.	1 [7]	\$983.00	\$983.00
9	B&W Laser Printer	June/July 2017	MS, FG	2 [8]	\$150.00	\$300.00
10	Color Laser Printer	June/July 2017	DO	1	\$357.00	\$357.00
11	*Refurb "Seed" Laptop (Staff)	June/July 2017	DO	1	\$631.24	\$631.24
12	Amazon Fire Stick (Staff)	June/July 2017	FG	1	\$43.49	\$44.00
13	TCI History - CURRICULUM (core) - New	June/July 2017	MS	25	\$23.00	\$575.00
14	A+ Computer Science Curriculum M/C Review Banks - CURRICULUM (core) - New	June/July 2017	HS		>>>>	\$1,355.00
15	Adobe Creative Cloud - CURRICULUM (core) - New	June/July 2017	Adult School		>>>>	\$4,830.00
16	ALEKS - CURRICULUM (core) - Renewal	June/July 2017	CHS		>>>>	\$2,700.00
17	Jamf - Apple Management System - Renewal	June/July 2017	DO		>>>>	\$4,000.00
18	Sytem44 - CURRICULUM (core) - Renewal	June/July 2017	MS		>>>>	\$450.00
19	Read180 - CURRICULUM (Intervention) - Renewal	June/July 2017	MS		>>>>	\$1,800.00
20	Fundamentals of Physics - CURRICULUM (core) - Additional Student Licenses	June/July 2017	HS		>>>>	\$2,016.00
21	Fluence NGSS Aligned Assessments for Illuminate - CURRICULUM (core) - New	June/July 2017	RD, FG, MS, HS		>>>>	\$1,941.00
22	AP MasteringGeo Online - CURRICULUM (core) - New	June/July 2017	HS		>>>>	\$7,399.36
23	Read Naturally - CURRICULUM (supplemental) - Renewal	June/July 2017	FG	50	>>>>	\$2,300.00
24	Read&Write for Google Chrome - Productivity/Literacy Support - New	June/July 2017	FG, RD, MS, HS		>>>>	\$1,498.45

## Measure A - Requests 06\_29\_17 Board Meeting - Sheet1

25	Turn it In - Classroom Management - Renewal	June/July 2017	HS		>>>>	\$613.37
26	CloudReady Chrome OS - IT - New	June/July 2017	FG, RD, MS, HS	[9]		\$2,800.00
27	*Security Camera Licenses Survalience Grid - IT New	June/July 2017	DO		>>>>	\$3,300.00
28	*SchoolDude IT Incident* - IT - New	June/July 2017	DO		>>>>	\$12,274.00
29	GoGuardian Teacher - Chromebook Monitoring - Classroom Management - New	June/July 2017	RD, FG, MS, HS,	500	\$11.40	\$5,700.00
30	TI-84 Emulator Software - New	June/July 2017	MS	2	\$143.59	\$287.18
					<b>TOTAL--&gt;</b>	<b>\$97,492.90</b>

## Notes

[1] 30 for HS, 30 for MS, 18 for FG

[2] 12 for RD , 4 for HS

[3] 2 for FG (new rooms) 2 for MS, 3 for RD

[4] 1 for MS, 1 for DO

[5] 1 for FG, 2 for RD

[6] 1 for HS, 3 for MS, 1 for FG, 1 for FG/RD (Orchestra)

[7] 1 for FG,

[8] 1 for MS, 1 for FG

[9] 10 for HS, 15 for MS, 18 for FG, 15 for RD

**SUBJECT:** Adopting Uniform Public Construction Cost Accounting Procedures and Informal Bidding Procedures Pursuant to Section 22034 of the Public Contract Code Resolution #1000

**PERSON RESPONSIBLE:** Matt Kelly, Director of Facilities & Transportation

---

**RECOMMENDATION:**

The Administration recommends that the Board review and approve Resolution #1000 Adopting Uniform Public Construction Cost Accounting Procedures and Informal Bidding Procedures Pursuant to Section 22034 of the Public Contract Code.

**BACKGROUND:**

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 projects in excess of \$175,000 will be let by formal bidding procedures to all. 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).

**INFORMATION:**

The Board of Education must first elect to adopt uniform public construction cost accounting procedures under Public Contract Code section 22000 *et seq.*, of the Uniform Public Construction Cost Accounting Act and Public Contract Code section 22034 requires the Board of Education to enact Informal Bidding Procedures, as detailed attached, if the District elects to utilize an alternative bid procedure for public works projects as described in Public Contract Code section 22030 *et seq.*

**FISCAL IMPACT:**

None.



**BEFORE THE GOVERNING BOARD OF  
PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
COUNTY OF MONTEREY, CALIFORNIA**

**Resolution No. 1000**

**RESOLUTION ADOPTING UNIFORM PUBLIC CONSTRUCTION COST  
ACCOUNTING PROCEDURES AND INFORMAL BIDDING PROCEDURES  
PURSUANT TO SECTION 22034 OF THE PUBLIC CONTRACT CODE**

WHEREAS, for the Pacific Grove Unified School District (“District”) to be permitted to utilize the alternative bidding procedures set forth in Public Contract Code section 22032 *et seq.*, the Board of Education must first elect to adopt uniform public construction cost accounting procedures under Public Contract Code section 22000 *et seq.*, of the Uniform Public Construction Cost Accounting Act (“Act”); and

WHEREAS, Public Contract Code section 22034 requires the Board of Education to enact Informal Bidding Procedures, as detailed below, if the District elects to utilize an alternative bid procedure for public works projects as described in Public Contract Code section 22030 *et seq.*; and

WHEREAS, it appears to be in the best interest of the District to enact the Informal Bidding Procedures pursuant to the alternative procedure for public works bids.

NOW, THEREFORE, the Governing Board of the District resolves as follows:

1. The foregoing recitals are adopted as true and correct.
2. The Board of Education elects, under Public Contract Code section 22030, to become subject to the uniform construction cost accounting procedures set forth in the Act and to the California Uniform Public Construction Cost Accounting Commission’s policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended.
3. The Board of Education directs the Superintendent or his/her designee to mail a certified copy of this Resolution to the Office of State Controller, Division of Accounting and Reporting, Local Government Policies Section, P.O. Box 942850, Sacramento, CA 94250.
4. The Board of Education hereby enacts Informal Bidding Procedures (“Procedures”) as follows:

**INFORMAL BIDDING PROCEDURES**

1. Where a public project to be performed by the Pacific Grove Unified School District (“District”) is subject to the provisions of these Procedures, a notice inviting informal bids shall be mailed to all contractors for the category of work to be bid, as shown on a list of qualified contractors developed and maintained in accordance with Public Contract Code section

22034(a)(1) and criteria that the California Uniform Cost Accounting Commission promulgates from time to time; or, the District shall mail, fax, or email a notice inviting to bids to all construction journals specified in Public Contract Code section 22036 in accordance with the provisions of Public Contract Code section 22034(a)(2). Additional contractors and/or construction trade journals may be notified at the discretion of the Superintendent or authorized designee. If the product or service out for bid is proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors.

2. All mailing of notices to contractors and/or construction trade journals pursuant to subdivision (2) above shall be completed not less than ten (10) calendar days before bids are due.

3. The notice inviting informal bids shall describe the project in general terms, how to obtain more detailed information about the project, and state the time and place for the submission of bids.

4. The Board of Education, to the extent it does not make the award itself, hereby delegates authority to award informal contracts subject to the Procedures to the Superintendent or his/her designee.

5. If all bids received are in excess of \$175,000, the Board of Education may, by adoption of a resolution by a four-fifths vote, award the contract, at \$187,500 or less, to the lowest responsible bidder, if the Board of Education determines that the initial cost estimate was reasonable.

6. The Procedures are effective on the date the Board approved Resolution 1000. As of the effective date of the Procedures, public works projects of \$45,000 or less may be performed by the employees of the District by force account, by negotiated contract, or by purchase order; public works projects of \$175,000 or less may be informally bid, except under the circumstance described in paragraph six (6) above, and all public works projects subject to formal bidding will be subject to the notice procedures contained in Public Contract Code section 22037.

7. The Procedures may be used in conjunction with, or in place of, to the extent provided by law, other Public Contract Code requirements at the discretion of the District.

8. The Procedures will be amended from time to time by any subsequent amendments or changes to the Act.

\*\*\*\*\*

The foregoing Resolution was passed and adopted by the Board of Education of the Pacific Grove Unified School District of Monterey County, California, at a regular meeting of the Board of Education held on June 29, 2017 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

---

John Paff, President  
Pacific Grove Unified School District

CERTIFIED TO BE A TRUE  
AND CORRECT COPY:

---

Brian Swanson, Clerk  
Pacific Grove Unified School District



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”)<sup>1</sup> 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](http://www.sco.ca.gov), along with sample documents and a list of agencies that have elected to be subject to the Act.

<sup>1</sup> 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.<sup>2</sup> (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

---

<sup>2</sup> 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.

**SUBJECT:** Update on the Food Service Program and Review of Cafeteria Menu Prices

**PERSON(S) RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services;  
Dianne Hobson, Nutrition Director

---

**RECOMMENDATION:**

The District Administration recommends that the board review the Cafeteria menu prices.

**BACKGROUND:**

Menu prices were raised by \$0.25 per meal at the beginning of the 2016-17 school year. The extra revenue has helped to reduce the transfer in from the General Fund which is necessary to balance out the Cafeteria Fund deficit. Salaries, benefits, supplies and service costs have increased from past years, resulting in this deficit.

**INFORMATION:**

This item is being brought back for Board review in response to a request from a Board member.

District Administration is not recommending an increase in meal prices for the 2017-18 school year.

It is expected that a recommendation be made in a year from now to increase prices.

The district meets the USDA minimum Lunch Equity price of \$2.86 per meal, by charging a weighted average price of \$3.31 per meal.

Attached is a comparison of lunch and breakfast cost currently charged by Monterey Peninsula School District and Carmel Unified School District.

**FISCAL IMPACT:**

Based on Board direction.

## **PACIFIC GROVE UNIFIED SCHOOL DISTRICT**

### **FOOD SERVICE UPDATE**

#### **STAFF AT THE SITES**

Pacific Grove High School: 5 staff, total of 15.25 hours

Pacific Grove Middle School: 3 staff, total of 10.74 hours

Forest Grove and Robert Down: 2 staff per site, total of 4.5

#### **FREE AND REDUCED**

Applications will be available in all school offices and online this year. Parents can apply at any time throughout the school year. Eligibility is for the duration of the school year and 30 school days into the next school year. Students can also be eligible through the direct certification process if the family is receiving CALWORKS or CALFRESH benefits, or are homeless or foster.

A household of four with an income of \$31,980 or less will be eligible for free meals and a family of 4 with an income of \$45,510 or less will be eligible for reduced meals.

#### **MEALS SERVED**

A reimbursable meal consists of a meat/meat alternative, a grain, vegetable, fruit and/or milk.

At the elementary level a monthly menu is sent home. Students have a choice of one entrée, fruit, vegetable and milk each day.

At the middle school, we operate a speed line service. Students have the choice to purchase a full meal, which includes a choice of entree, fruit, vegetable and milk. A student can also choose to purchase just an a la carte item. The “special of the day” is a reimbursable meal. Most items are prepacked so that students can “grab and go”. Snacks and drinks that meet all the USDA regulations are also available for sale.

At the high school, students can also choose to purchase a reimbursable meal or just an a la carte item. Our “special of the day” is served buffet style to the students. Specialty salads and sandwiches are served daily, and there is a self-service salad bar at the high school. Snacks and drinks that meet the USDA regulations are also sold.

At Community High the students have the option of receiving a breakfast. Students at the Special Education Pre-school are offered a lunch each day.

All the sites serve 1% white milk and 0% chocolate milk.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
FOOD SERVICE UPDATE**

**OCTOBER CLAIM NUMBERS**

	<b><u>FREE</u></b>	<b><u>REDUCED</u></b>	<b><u>ENROLLMENT</u></b>	
2011/2012	240	117	1939	18.41%
2012/2013	294	109	2051	19.65%
2013/2014	277	137	2058	20.12%
2014/2015	278	127	2016	20.09%
2015/2016	298	126	2079	20.39%
2016/2017	254	99	2082	16.95%

		<b>2015/2016</b>	<b>2016/2017</b>	
<b><u>BREAKFAST COST:</u></b>		\$2.50	\$2.75	
<b><u>LUNCH COST AT FG &amp; RHD:</u></b>		\$2.75	\$3.00	
<b><u>LUNCH COST AT PGMS &amp; PGHS:</u></b>		\$3.50	\$3.75	

PGMS, PGHS and CHS only

**MEALS SERVED**

<b><u>BREAKFAST SERVED</u></b>	<b><u>FREE</u></b>	<b><u>REDUCED</u></b>	<b><u>PAID</u></b>	<b><u>TOTAL</u></b>	<b><u>DAILY AVERAGE</u></b>
2010/2011	9180	2302	2786	14293	<b>79</b>
2011/2012	11363	4744	3363	19503	<b>108</b>
2012/2013	10585	3072	3221	21542	<b>120</b>
2013/2014	12568	4376	3872	20816	<b>116</b>
2014/2015	11904	4239	4440	20583	<b>114</b>
2015/2016	13572	3769	6169	23510	<b>131</b>
2016/2017	<b>13044</b>	<b>3166</b>	<b>6632</b>	<b>22842</b>	<b>127</b>

<b><u>LUNCH SERVED</u></b>	<b><u>FREE</u></b>	<b><u>REDUCED</u></b>	<b><u>PAID</u></b>	<b><u>TOTAL</u></b>	<b><u>DAILY AVERAGE</u></b>
2010/2011	4990	1488	35622	67534	<b>375</b>
2011/2012	27610	12310	36350	76721	<b>426</b>
2012/2013	33416	10694	41557	85667	<b>476</b>
2013/2014	31076	13666	45991	90733	<b>504</b>
2014/2015	31476	11906	47707	91089	<b>506</b>
2015/2016	23192	7553	46617	100119	<b>556</b>
2016/2017	<b>29910</b>	<b>9507</b>	<b>59680</b>	<b>99097</b>	<b>551</b>

6/20/2017

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**

**FOOD SERVICE DEPARTMENT**

**Surrounding School Districts Current Meal Prices.**

**2016/2017**

<b><u>Monterey Pen. USD</u></b>	
Elementary: lunch	\$2.75
HS & MS: breakfast	\$2.00
HS & MS: lunch	\$3.25
<b><u>Carmel USD</u></b>	
Elementary: lunch	\$4.00
HS & MS: breakfast	\$2.50
HS & MS: lunch	\$4.00

<b><u>PGUSD Prices</u></b>	<b><u>Current</u></b>
<b>Elementary: lunch</b>	<b>\$3.00</b>
<b>HS &amp; MS: breakfast</b>	<b>\$2.75</b>
<b>HS &amp; MS: lunch</b>	<b>\$3.75</b>



**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, 2017-18 School Year

Aug. 24	<b>Regular Board Meeting</b> ✓ Student Enrollment Update ✓ Back to School dates ✓ Property tax report ✓ 2017-2018 Consolidated Application ✓ Set date for Annual Organizational meeting ✓ Facilities Project Updates	District Office
Sept. 7	<b>Regular Board Meeting</b> ✓ Unaudited Actual Report ✓ Budget Revision #1	Forest Grove (School Site Visit)
Sept. 21	<b>Regular Board Meeting</b> ✓ Board Goals – review/revise ✓ Williams Uniform Complaint Report ✓ Facilities Project Updates	Robert Down
Oct. 5	<b>Regular Board Meeting</b> ✓ Superintendent's Goals ✓ Strategic Plan/LCAP Review Begins ✓ Bus Ridership ✓ District Safety Update	Middle School (School Site Visit)
Oct. 26	<b>Regular Board Meeting</b> ✓ Facilities Project Updates	Adult School (School Site Visit)
Nov. 9	<b>Regular Board Meeting</b> ✓ Intent form due (to serve as Board President or Vice President) ✓ District Math Update ✓ Review of Special Education Contracts ✓ Facilities Project Updates ✓ PGHS Course Bulletin Information/Discussion	High School (School Site Visit)
Dec. 7	<b>Organizational Meeting</b> ✓ Election of 2017-2018 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #2 ✓ Facilities Project Updates ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report	District Office

**SUBJECT:** Information and Discussion Regarding the Monterey Bay Swim Club

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

---

**RECOMMENDATION:**

The District Administration recommends that the Board receive information from the Monterey Bay Swim Club.

**BACKGROUND:**

At the April 27, 2017 Board meeting, the Monterey Bay Swim Club requested to be placed on a future Board meeting agenda.

**INFORMATION:**

Spokesmen from the Monterey Bay Swim Club will be addressing the Board regarding use of the Pacific Grove High School pool.

**FISCAL IMPACT:**

This item has no fiscal impact

**SUBJECT:** Educational Technology Update and Next Steps

**PERSON(S) RESPONSIBLE:** Matthew Binder, Director of Educational Technology  
Juliana Dacuyan, Elementary Digital Learning Coach - Teacher on Special Assignment (TOSA)

---

**RECOMMENDATION:**

The District Administration recommends that the Board review and discuss the information contained in the presentation.

**BACKGROUND:**

Educational technology has become a crucial facet of teaching and learning in all classrooms district wide. The recently formed "Ed Tech Department" has provided a range of specialized services to both students and staff and will continue to be an important support structure in moving the district forward in attaining improved "21st Century" teaching and learning outcomes.

**INFORMATION:**

The Educational Technology Plan\*, developed during the 2015-16 school year is being used to establish the priorities and scope of the actions and services carried-out by the Ed Tech Department. Under the direction of Mr. Binder and Ms. Ani Silva, Ms. Juliana Dacuyan has provided much needed support for elementary level students, teachers, and administration in her daily work as the elementary level digital coach. Ms. Dacuyan's active leadership in key areas such as online assessments, tech-enhanced lesson and unit design, data reporting and analysis, and grade-level digital citizenship instruction have elevated the capacity of the many teachers she has worked so closely with this year. Ms. Dacuyan has been "walking the walk" by pursuing her own professional development path and securing certification as a Leading Edge Digital Educator. Through this program, Ms. Dacuyan has enhanced her own understanding of how the power of technology can be leveraged to increase student engagement and amplify student learning in K5 classrooms in PGUSD.

\*The four priority areas of implementation of the PGUSD Educational Technology Plan are:

1. **Digital Learning:** To guide the integration of educational technology with the aim of personalizing and accelerating student learning through developing "21st Century" (i.e. *modern*) skills and abilities.
2. **Digital Citizenship:** To promote positive and productive digital citizenship and cultivate digital media literacy across the school community.
3. **Professional Learning:** To strengthen professionally-relevant skills and build capacity, services and support around effective use of instructional technology in teaching and learning.
4. **Technology Services, Support, and Sustainability:** To ensure equitable access, alignment, and sustainable classroom technology configuration and support.

**FISCAL IMPACT:**

Minimal impact outside of designated Measure A expenditures.

**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 29, 2017 Regular Board Meeting:

- Elementary Counseling Information/Discussion (August 2017)
- Spanish Class at Elementary Schools (Fall 2017)
- Fencing for Security (Fall 2017)
- AP Classes (Fall 2017)