

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

Trustees

*John Paff, President
Brian Swanson, Clerk
Debbie Crandell
Cristy Dawson
Jon Walton
Parker Llantero, Student Rep*

DATE: Thursday, May 23, 2019

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

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

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

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

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

- A. Call to Order
- B. Roll Call
- C. Adoption of Agenda

II. CLOSED SESSION

- A. Identify Closed Session Topics

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

- 1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2019-20 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Matt Bell, Song Chin-Bendib and Ralph Gómez Porras, for the purpose of giving direction and updates.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2019-20 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Song Chin-Bendib and Ralph Gómez Porras for the purpose of giving direction and updates.

3. Continue Superintendent Evaluation

B. Public comment on Closed Session Topics

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2019-20 [Government Code § 3549.1 (d)]
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2019-20 [Government Code § 3549.1 (d)]
3. Continue Superintendent Evaluation

B. Pledge of Allegiance

IV. RECOGNITION

Recognition of Retirees

Aina Gessaman, 16 years
Cynthia Russell, 24 years
Dianne Hobson, 23 years
Dominador Lagmay, 20 years
LaVerne Baker-Leyva, 36 years
Melanie O'Neill, 19 years
Nancy Spade, 32 years
Tom Light, 35 years

V. PRESENTATION

A presentation by AVID Teacher Moira Mahr and students.

VI. PRESENTATION

A presentation by Pacific Grove High School Leadership Teacher Larry Haggquist and students regarding the Culture Change Project, a transformational change project executed by the students of Pacific Grove High School Leadership Class.

VII. COMMUNICATIONS

- A. Written Communication
- B. Board Member Comments
- C. Superintendent Report
- D. PGUSD Staff Comments (Non Agenda Items)

VIII. 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.

IX. CONSENT AGENDA

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

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|---|------|
| A. <u>Minutes of May 2, 2019 Board Meeting</u> | 7 |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented. | |
| B. <u>Minutes of May 15, 2019 Special Board Meeting</u> | 15 |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented. | |
| C. <u>Certificated Assignment Order #16</u> | 17 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Certificated Assignment Order #16. | |
| D. <u>Classified Assignment Order #14</u> | 19 |
| Recommendation: (Billie Mankey, Director of Human Resources) The Administration recommends adoption of Classified Assignment Order #14. | |
| E. <u>Acceptance of Donations</u> | 23 |
| Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration Recommends that the Board approve acceptance of the donations referenced below. | |
| F. <u>Acceptance of Quarterly Treasurer's Report</u> | 24 |
| Recommendation: (Song Chin-Bendib, 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. Contract for Services with Monterey Bay Equestrian Center 39
Recommendation: (Barbara Martinez, Pacific Grove Adult Education Principal) The District Administration recommends the Board review and approve the contract for services with Monterey Bay Equestrian Center.
- H. Contract for Services with Speech Language Pathologist for Extended School Year Instruction and Services 44
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve the contract for services with Christine Warde, Speech Language Pathologist, to provide speech therapy for extended school year instruction and services.
- I. Contract for Services with Monterey County Office of Education 47
Recommendation: (Matt Bell, Pacific Grove High School Principal) The District Administration recommends that the Board review and approve the contract for services with Monterey County Office of Education (MCOE) for a social science conference reimbursement.
- J. California Interscholastic Federation (CIF) School Representatives 53
Recommendation: (Matt Bell, Pacific Grove High School Principal) The Administration recommends that the Board review and approve Principal Matt Bell, Athletic Director Todd Buller, Assistant Principal Shane Steinback as the 2019-20 CIF representatives for Pacific Grove High School.
- K. Robert H. Down Elementary School Single Plan for School Achievement for 2019-20 57
Recommendation: (Sean Keller, Robert Down Elementary School Principal) The District Administration recommends that the Board review and approve the 2019-20 Robert H. Down Single Plan for School Achievement (SPSA) and related budget items. Appendix A in Board packet.
- L. Forest Grove Elementary School Single Plan for Student Achievement for 2019-20 58
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The Administration recommends that the Board review and approve the Forest Grove Elementary Single Plan for Student Achievement (SPSA) for the 2019-20 school year. Appendix B in Board packet.
- M. Pacific Grove Middle School Single Plan for Student Achievement for 2019-20 59
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2019-20 school year. Appendix C in Board packet.
- N. Pacific Grove High School Single Plan for Student Achievement for 2019-20 60
Recommendation: (Matt Bell, Pacific Grove High School Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for the 2019-20 school year. Appendix D in Board packet.

- O. Pacific Grove Community High School Single Plan for Student Achievement for 2019-20 62
Recommendation: (Matt Bell, Community High School Principal) The Administration recommends that the Board review and approve the Pacific Grove Community High School Single Plan for Student Achievement (SPSA) for the 2019-20 school year. Appendix E in Board packet.

Move: _____ Second: _____ Vote: _____

X. PUBLIC HEARING

- Public Hearing for Elementary TK-5 Math Program Adoption 63
Public Hearing – Public hearing to review and discuss the Swun Math Program Adoption for elementary grades TK-5th. (Ani Silva, Director of Curriculum and Special Projects)

Open Public Hearing: _____ Close Public Hearing: _____

XI. ACTION/DISCUSSION

- A. Adoption of Elementary TK-5 Swun Math Program 71
Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends the Board review and adopt Swun Math Program for elementary grades TK-5th.

Move: _____ Second: _____ Vote: _____

- B. Measure A Technology Bond Citizens' Oversight Committee Report 79
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends the Board review and approve the Measure A Technology Bond Citizens' Oversight Committee (COC) Report for 2017-2018.

Move: _____ Second: _____ Vote: _____

- C. Resolution No. 1029 For Workers Compensation Coverage For District Volunteers 81
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends the Board review and approve Resolution No. 1029 for workers' compensation coverage of District volunteers.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Walton ____

- D. California School Board Association Board Self Evaluation Process 84
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends the Board review the California School Board Association Board Self-Evaluation process and provide direction to Administration.

Move: _____ Second: _____ Vote: _____

- E. Update to Board Policy 1321- Solicitation of Funds From and By Students 90
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and approve the updates to Board Policy 1321 Solicitation of Funds From and By Students.

Move: _____ Second: _____ Vote: _____

- F. Update to Board Regulation 6145- Extracurricular and Co-Curricular Activities 96
Recommendation: (Matt Bell, Pacific Grove High School Principal) The District Administration recommends the Board review and approve the revision of Board Regulation 6145 Extracurricular and Co-curricular Activities.

Move: _____ Second: _____ Vote: _____

- G. Forest Grove Elementary School Site Handbook 104
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the Forest Grove Elementary School site handbook for the 2019-20 school year.

Move: _____ Second: _____ Vote: _____

- H. Robert Down Elementary School Site Handbook 144
Recommendation: (Sean Keller, Robert Down Elementary School Principal) The District Administration recommends the Board review and approve the Robert Down Elementary School site handbook for the 2019-20 school year.

Move: _____ Second: _____ Vote: _____

- I. Board Calendar/Future Meetings 174
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: _____ Second: _____ Vote: _____

XII. INFORMATION/DISCUSSION

- A. Future Agenda Items 178
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.

Affordable Housing Project Impacts to District- Property Tax (In progress)
Counseling Study Continued (June 2019)
District Field Trips Review (August 2019)

Board Direction: _____

XIII. ADJOURNMENT

The next Regular Board meeting will be on Thursday, June 6, 2019 – District Office

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of May 2, 2019 – District Office

I. OPENED BUSINESS

- A. Called to Order 6:01 p.m.
- B. Roll Call
- | | |
|-------------------------|----------------------------------|
| President: | Trustee Paff arrived 6:40 p.m. |
| Clerk: | Trustee Swanson |
| Trustees Present: | Trustee Crandell |
| | Trustee Dawson |
| | Trustee Walton |
| Administration Present: | Superintendent Porras |
| | Asst. Superintendent Chin-Bendib |
| Board Recorder: | Mandi Ackerman |
| Student Board Member: | Megan Miller |

C. Adopted Agenda

Changes to the agenda include:

Pulled Action/Discussion Item D Update to Board Policy 1321- Solicitation of Funds From and By Students, will be brought to the May 23, 2019 meeting.

Pulled Action/Discussion Item C California School Board Association Board Self Evaluation Process, will be brought to the May 23, 2019 meeting.

Moved Action/Discussion Item A Food Service Update before Consent.

Moved Information/Discussion Item A California Health Standards and California Healthy Youth Act of 2016 before Consent, after Food Service Update.

MOTION Dawson/Crandell to adopt agenda as amended.

Public comment: none

Motion CARRIED 4 – 0

Additional Change to the agenda includes a Walk-On Action/Discussion Item Contract for Services with Pipe Major Michel d'Avenas.

MOTION Dawson/Crandell to adopt agenda as amended.

Public comment: none

Motion CARRIED 4 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2019-20 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Matt Bell, Song Chin-Bendib and Ralph Gómez Porras, for the purpose of giving direction and updates.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2019-20 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Song Chin-Bendib and Ralph Gómez Porras for the purpose of giving direction and updates.

3. Continue Superintendent Evaluation

B. Public comment on Closed Session Topics

None.

- C. Adjourned to Closed Session 6:09 p.m.

III. **RECONVENED IN OPEN SESSION** 7:05 p.m.

A. Reported action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2019-20 [Government Code § 3549.1 (d)]

The Board discussed this item.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2019-20 [Government Code § 3549.1 (d)]

The Board discussed this item.

3. Continue Superintendent Evaluation

The Board discussed this item.

- B. Pledge of Allegiance Led By: Forest Grove Elementary School Principal Buck Roggeman

IV. RECOGNITION

Recognition for Honored Employees followed by a 10 minute break.

Abel Mandujano
Amanda Bradley
Amy Riedel
Angela Lippert
Audrey Kitayama
Beth Cina
Bobby Howell
Bonnie Pieper
Brad Woodyard
Celia Lara
Cheri Diehl
Chinanit Kershner
Christina Renteria
Cindy Waznis
Cliff Houston
Danielle Davenport
David Jones
Fran Petty
Irene Valdez
Issac Rubin
Jacqueline Perkins
Janet Light
Janine Olin

Jared Masar
Jeff Gray
Jeff Stutzman
Jenna Hall
Jennifer Fuqua
Jodi Bitter
Juliana Dacuyan
Julie Kelly
Kari Serpa
Kathryn Yant
Katie Kreeger
Kirsten Stember
Kris Stejskal
Kristin Paris
Kyle Villavicencio
Larry Haggquist
Lauren Davis
Linda Lyon
Linda Williams
Lisa Voorhees
Margaret Rice
Marlene Roman
Mary Hiserman

Maryn Sanchez
Melissa Andersen
Michel Knight
Michelle Cadigan
Michelle Ford
Monica Valero
Nancy Bernahl
Nathan Welch
Pam Chrislock
Patti Odell
Patty Bloomer
Rachel McNickel
Roberto Dixon
Sarah Gordon
Shauna Cooper
Sheri Deeter
Stephanie Perlstein
Summer Coe
Summer Wright
Tony Molinski
Vanessa Villalpando

Reconvened In Open Session

7:56 p.m.

VIII. ACTION/DISCUSSION

A. Food Service Update

Nutrition Director Dianne Hobson presented information to the Board. The Board asked questions regarding students served, thanked Hobson for her work and years of service.

Public comment:

Parent noted that she loved the hot lunch and would buy more hot lunches if items were not served in individual plastic bags.

Parent said she would use the lunch service infrequently if the prices increased.

MOTION Dawson/Crandell to increase prices by .50 cents.

Motion CARRIED 5 – 0

The Board directed Administration to bring back information in the Fall to review overall use.

IX. INFORMATION/DISCUSSION

A. California Health Standards and California Healthy Youth Act of 2016

Director of Curriculum and Special Projects Ani Silva presented information to the Board including a review of the health standards, explained the California Healthy Youth Act. The Board discussed this item including the option of offering a parent education night to provide parents information about the curriculum and the opportunity for parents to ask questions.

Public comment:

The following parents and community members spoke out against comprehensive sexuality education and Planned Parenthood teaching in schools:

Kelly Schenkoske, Josey Schenkoske, Rina Tringalli, a community member.

The following parents and community members spoke out in support of the California Healthy Youth Act and the comprehensive sexuality education in schools:

Parent Jennifer Zeidberg, Forest Grove Elementary School Teacher Katie Kreeger, Parent Kate Lee, student Matthew McCarty, Parent Jenna Garzaniti.

The Board noted the curriculum was required by state law, the Board supports the curriculum, and supported a parent education night.

V. COMMUNICATIONS

A. Written Communication

The Board received letters regarding the California Health Standards and Healthy Youth Act; letter regarding lead paint.

B. Board Member Comments

Student Representative Megan Miller provided an update to the Board on the events and activities at Pacific Grove High School.

Trustee Walton noted teacher appreciation week, Spring Fling at the Co-Op.

Trustee Dawson said the end of the school year was in sight and everyone hang in there.

Trustee Crandell attended the honors night at Pacific Grove Middle School.

Trustee Swanson thanked all the volunteers at the Big Sur Marathon.

C. Superintendent Report

Superintendent Porras acknowledged Pacific Grove Middle School Principal Sean Roach, saying the students are prepared and noted their achievements.

D. PGUSD Staff Comments (Non Agenda Items)

Forest Grove Elementary School Teacher Jeanie DeTomaso acknowledged Bonnie Pieper, who has been volunteering in the District since 1990.

Pacific Grove High School Principal Matt Bell announced the student musical Going Up.

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

Parent Carolyn Swanson shared a military family whose son won an award at the Pacific Grove Middle School honors night.

VII. **CONSENT AGENDA**

- A. Minutes of April 25, 2019 Board Meeting
- B. Certificated Assignment Order #15
- C. Acceptance of Donations
- D. Warrant Schedules No. 607
- E. Contract for Services to DMA Sports Design Group, LLC
- F. Payment to Santa Clara Swim Club

The Board pulled Consent Items E and F.

MOTION Dawson/Swanson to approve consent agenda as amended.

Public comment: none

Motion CARRIED 4 – 1

E. Contract for Services to DMA Sports Design Group, LLC

The Board asked about the services, timeline, and expressed support for the \$450 cost.

MOTION Dawson/Swanson to approve the Contract for Services with DMA Sports Design Group, LLC, with preference of \$450 before the end of the year.

Public comment: none

Motion CARRIED 5 – 0

MOTION Paff/Crandell to extend the meeting to 11:00 p.m.

Public comment: none

Motion CARRIED 5 – 0

F. Payment to Santa Clara Swim Club

The Board asked about the broken heater in the swimming pool, recommended closing out the contract, asked about the possibility of applying for a grant through PG Pride.

MOTION Dawson/Swanson to approve the Payment to Santa Clara Swim Club.

Public comment: none

Motion CARRIED 5 – 0

VIII. ACTION/DISCUSSION (cont.)

B. 2019-20 Monterey Peninsula College (MPC) and Pacific Grove Unified School District (PGUSD) College and Career Access Pathways Partnership Agreement (CCAP)

Pacific Grove High School Assistant Principal Shane Steinback presented information to the Board. Lakisha Bradley and Allison Shelling of Monterey Peninsula College were in attendance. The Board discussed this item and asked questions.

MOTION Paff/Dawson to approve the 2019-20 Monterey Peninsula College (MPC) and Pacific Grove Unified School District (PGUSD) College and Career Access Pathways Partnership Agreement (CCAP).

Public comment: none

Motion CARRIED 5 – 0

C. California School Board Association Board Self Evaluation Process

This item was moved to the May 23, 2019 meeting.

D. Update to Board Policy 1321- Solicitation of Funds From and By Students

This item was moved to the May 23, 2019 meeting.

E. Board Calendar/Future Meetings

The Board moved the Special Board Meeting scheduled on May 16, 2019 to Wednesday, May 15, 2019.

MOTION Crandell/Dawson to approve the Board meeting calendar as amended.

Public comment: none

Motion CARRIED 5 – 0

F. WALK-ON Contract for Services with Pipe Major Michel d'Avenas

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

MOTION Crandell/Dawson to approve the WALK-ON Contract for Services with Pipe Major Michel d'Avenas.

Public comment: none

Motion CARRIED 5 – 0

IX. INFORMATION/DISCUSSION (cont.)B. New Facilities General Obligation Bond Study

Dale Scott of Dale Scott and Company presented information to the Board regarding the possibility of going out for a General Obligation Bond to cover facilities improvement costs. The Board discussed this item and asked questions.

Public comment:

Director of Education Technology Matthew Binder asked the Board to resist the notion that the District was clear from technology needs.

Director of Facilities and Transportation Matt Kelly recommended cutting down on consulting costs.

Pacific Grove Middle School Assistant Principal Jason Tovani warned not to go back to times of teachers compromising teaching; the need for technology; noted that a facilities bond could satisfy the repair needed in old buildings and provide safety options to campuses.

Director of Technology Bruce Cates is in favor of keeping the technology bond active, noted that the bond was sold to voters as a need for the District and was concerned with the message it would send to pause the technology bond.

The Board directed Administration to pursue options. Suggested the possibility of surveying the community.

C. Future Agenda Items

Affordable Housing Project Impacts to District- Property Tax (In progress)
Special Budget Meeting (May 16, 2019)
District Field Trips Review (June 2019)
Counseling Study Continued (Contingent Upon Results Of Board Budget Study)
Update to Policy and Regulation 6145 Extracurricular and Co-Curricular Activities

The Board directed Administration to host a parent education night in the fall for the California Health Standards, as well as bring an update to the Board regarding food service.

X. ADJOURNED

11:00 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Special Meeting of May 15, 2019 – District Office

I. OPENED BUSINESS

- A. Called to Order 6:03 p.m.
- B. Roll Call
- | | |
|-------------------------|-------------------------|
| President: | Trustee Paff |
| Clerk: | Trustee Swanson |
| Trustees Present: | Trustee Crandell |
| | Trustee Dawson |
| Absent: | Trustee Walton |
| Administration Present: | Superintendent Porras |
| | Asst. Supt. Chin-Bendib |
| Board Recorder: | Mandi Ackerman |
- C. Adopted Agenda
- MOTION Crandell/Dawson to adopt agenda as presented.**
Public comment: none
Motion CARRIED 4 – 0
- D. Pledge of Allegiance Lead By: Trustee Paff

II. ACTION/DISCUSSION

A. BUDGET STUDY

Assistant Superintendent Chin-Bendib acknowledged all the hard work from the entire team who helped with the Budget, including Principals, Secretaries, Superintendent, Fiscal Officer, and the Business Office. Chin-Bendib provided a recap of the 2018-19 second interim; a recap of the 2019-20 estimates; a review of the preliminary adopted budget for 2019-20; and asked the Board for direction on next steps for the District. Chin-Bendib also reviewed the projected 2019-20 general fund revenues; CalSTRS and CalPERS costs; and the following funds: Adult Education, Child Development, Cafeteria, Deferred Maintenance, Ed Tech Bond, Capital Outlay.

The Board discussed the budget, including potential savings options for the District, including non-refill of retirement positions, math coach reduction in hours, suspension of the Spanish after-school program, and professional development for Administration. Additional discussion included textbook costs, solar panels, Transitional Kindergarten and reconfiguration.

Public comment:

Former Trustee Beth Shammass said it makes sense not to fill positions as employees retire; noted that if the District wants to run for a Bond, it should show the public that it is cutting costs; suggested reviewing the trend of retirement and get perspective.

Forest Grove Elementary School Teacher Jeanie DeTomaso spoke about the after school Spanish class being offered and said it was a lottery, not all students are able to participate in that class. DeTomaso also noted that the math coach has not been utilized as much, that many of the materials received from the coach can be found online, and that the new math program the District is looking to adopt soon offers a lot of support for teachers. DeTomaso said Forest Grove

Elementary School does not need a math coach.

Robert Down Elementary School Teacher Erica Chavez said the math coach was minimally seen or utilized, that the materials received from the coach can be found by the teacher. Chavez also noted that it would be best to keep a position only when needed.

MOTION Crandell/Dawson to accept the potential savings options as presented by the District.

Motion CARRIED 3 – 1

IV. ADJOURNED

8:10 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Certificated Assignment Order #16

DATE: May 23, 2019

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

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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
May 23, 2019**

Page 2 of 2

NEW HIRES:

Eric Saavedra, PGAS Program Coordinator, full time, 1.0 FTE, paid according to the classified management salary schedule, Step 8, Effective July 1, 2019 (new position funded through Adult School Consortia Grant)

CHANGE OF ASSIGNMENT:

Maria Miller, EL Teacher, from 0.50 FTE RDE to itinerant RDE/FGE based on student need. Anticipated schedule is 0.20 FTE RDE and 0.30 FTE at FGE or a variation there of. (replacement of Jayne Lord on STRS Reduced Workload)

STIPENDS:**2018-19 PGHS Spring Sports Stipends**

Employee	Assignment	% Stipend	Funding	Amount
Gil Ruiz	Varsity Baseball Coach	1.0	GF	\$4,295
Jeff Gray	JV Baseball Coach	1.0	GF	\$3,102
Sal Lucido	Varsity Softball Coach	1.0	GF	\$4,295
Richard Cochran	JV Softball Coach	1.0	GF	\$3,102
Jordan Gasperson	Varsity Boys Golf Coach	1.0	GF	\$2,891
Todd Buller	Varsity Track Coach	1.0	GF	\$4,295
Steve Watkins	Assistant Track Coach	1.0	GF	\$3,102
Morris Kauffman	Assistant Track Coach	0.5	GF	\$1,551
Jesus Santos	Assistant Track Coach	0.5	GF	\$1,551
John Gruberg	Varsity Boys' Tennis Coach	1.0	GF	\$2,891
Schuyler Horn	Varsity Boys' Lacrosse Coach	1.0	GF	\$3,717
Foster Smith	JV Lacrosse Coach	1.0	GF	\$2,684
Tatum May	Dance	1.0	GF	\$2,598

RETIREMENT:

Nancy Spade, RDE 2nd Grade Teacher retires after 32 years of successful service in the Pacific Grove Unified School District

SUBSTITUTE:

Giacomo Paoletti

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Classified Assignment Order #14

DATE: May 23, 2019

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

Page 1 of 4

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #14

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 14
May 23, 2019**

Page 2 of 4

NEW HIRES:

Johanna Biondi, CHS Administrative Assistant II, 5 hrs./day/10 month work calendar, Range 35, Step B effective May 13, 2019, replaces Amanda Jaramillo (funded General Fund)

Sally Jones, RDE Food Service I, 1.25 hrs./day/180 day work calendar, Range 28, Step A, effective 5/6/2019, replaces Janet Bingham (Fund 13 Cafeteria)

VOLUNTARY TRANSFER:

Nina Prasaad, Custodian I, transfer from PGHS 4 hrs./day/12 month work calendar and CHS 4 hrs. /day 12 month work calendar, Range 36, Step F-1 (funded General Fund) to PGAS 8 hrs./day/12 month work calendar, Range 36, Step F-1 (Adult Ed Grant Fund), effective May 6, 2019 (new position)

SHORT-TERM, TEMPORARY ADDITIONAL ASSIGNMENT:

2019 SUMMER SCHOOL, Effective June 3, 2019 through June 28, 2019, employees paid per time sheet and work is subject to sufficient enrollment (Special Education Funded)

<u>Employee</u>	<u>Assignment</u>	<u>Hours</u>	<u>Rate of Pay</u>
Maria Sicairos	Paraprofessional Special Education Preschool	20 days 4.5 hrs./day	37/F1
Yuri Dorantes	Paraprofessional Special Education Preschool	20 days 4.5 hrs./day	37/B
April Gabriel	Paraprofessional Special Education Preschool	20 days 4.5 hrs./day	37/E
Corrie Nieblas	Paraprofessional Elementary Moderate/Severe SDC	20 days 4.5 hrs./day	37/F
*Teresa DeWitt	Paraprofessional Elementary Moderate/Severe SDC	20 days 4.5 hrs./day	37/D
*Breeana Casas	Paraprofessional Elementary Moderate/Severe SDC	20 days 4.5 hrs./day	37/A
*jobshare			
Sara Hiendel	Paraprofessional Primary Mild/Moderate SDC	20 days 4.5 hrs./day	37/B
Naomi Guillory	Paraprofessional Primary Mild/Moderate SDC	20 days 4.5 hrs./day	37/B
Andres Rodriguez	Paraprofessional Primary Mild/Moderate SDC	20 days 4.5 hrs./day	31/A
Bonnie Pieper	Paraprofessional Primary Mild/Moderate SDC	20 days 4.5 hrs./day	31/F1
Kyle Villavicencio	Paraprofessional Intermediate Mild/Moderate SDC	20 days 4.5 hrs./day	37/C

PACIFIC GROVE UNIFIED SCHOOL DISTRICT CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 14 May 23, 2019			
			3 of 4
Vanessa Torculas	Paraprofessional Intermediate Mild/Moderate SDC	20 days 4.5 hrs./day	37/A
Itana Andalovic	Instructional Assistant Intermediate Mild/Moderate SDC	20 days 4.5 hrs./day	31/A
Amanda Parker	Instructional Assistant 5th Grade Mild/Moderate SDC	20 days 4.5 hrs./day	37/A
Lori Arnaldo	Instructional Assistant 5th Grade Mild/Moderate SDC	20 days 4.5 hrs./day	31/E
Evelyn Franco	Instructional Assistant Elementary RSP	20 days 4.5 hrs./day	31/H
Gladys Bocanegra	Instructional Assistant Elementary RSP	20 days 4.5 hrs./day	37/B
Natalie Montgomery	Instructional Assistant Middle School/High School Mild/Moderate	20 days 4.5 hrs./day	31/C
Laurie Weddington	Instructional Assistant Middle School/High School Mild/Moderate	20 days 4.5 hrs./day	31/G1
Cheri Diehl	Instructional Assistant Middle School/High School Mild/Moderate	20 days 4.5 hrs./day	31/F1
Sabrina Andrade	Paraprofessional Middle School/High School Mild/Moderate	20 days 4.5 hrs./day	37/B
Aisling Maher	Paraprofessional Middle School/High School Moderate/Severe	20 days 4.5 hrs./day	37/D
Mark Anderson	Paraprofessional Middle School/High School Moderate/Severe	20 days 4.5 hrs./day	37/D
Michelle Garcia	Paraprofessional Middle School/High School Moderate/Severe	20 days 4.5 hrs./day	37/C
Thalia Munoz	Paraprofessional Middle School/High School Moderate/Severe	20 days 4.5 hrs./day	37/A
Ben Bahena	Paraprofessional Middle School/High School Moderate/Severe	20 days 4.5 hrs./day	37/B
Fernando Hernandez	Paraprofessional Transition Program	20 days 4.5 hrs./day	37/F3
Vanessa Villapando	Paraprofessional Transition Program	20 days 4.5 hrs./day	37/F
Cindy Waznis	Health Clerk	20 days 4.5 hrs./day	37/F
Diane McClusky	Occupational Therapist	Per hour based on need	Step 8

Vanessa Villapando, Paraprofessional BASRP for student diabetic care, temporary, 1 hr./day/5 days per week, Range 37, Step E, paid per time sheet, effective April 15, 2019 and subject to student enrollment (BASRP funding)

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 14
May 23, 2019**

4 of 4

STIPENDS:

Linda Lyon, PGHS Costuming for Spamalot, stipend \$900 (music budget fund)
Sherri Beck, PGHS Costuming for Spamalot, stipend \$700 (music budget fund)

RETIREMENT:

Cynthia Russell, Administrative Assistant retires after 24 years of successful service in the Pacific Grove Unified School District

LEAVE OF ABSENCE:

Suzanne Ellzey, qualifies for and requests a leave of absence extending to 6 additional months under the Family Medical Leave Act and thereafter long term personal leave effective the 2019-20 school year

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Acceptance of Donations

DATE: May 23, 2019

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

RECOMMENDATION:

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

INFORMATION:

During the past month the following donations were received:

Forest Grove Elementary School

Big Sur Marathon	\$100 (undesignated)
------------------	----------------------

Robert H. Down Elementary School

PG&E	\$200 (undesignated)
Big Sur Marathon	\$100 (undesignated)
Benevity Community Impact Fund	\$ 37.50 (undesignated)

Pacific Grove Middle School

None

Pacific Grove High School

None

Pacific Grove Community High School

None

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

None

Pacific Grove Unified School District

PG Pride	\$260 (April grant, Transition class)
----------	---------------------------------------

Ref: Donations

☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Acceptance of Quarterly Treasurer's Report

DATE: May 23, 2019

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

RECOMMENDATION:

The Administration recommends that the Board accept the Quarterly Treasurer's Report for the quarter ending March 31, 2019.

BACKGROUND:

Government Code 53646 requires that a quarterly report be made to the Board to identify the investments within which the District's funds are maintained until needed for expenditures. The District pools its revenues with other districts in the County and deposits them with the Monterey County Treasurer. The Treasurer in turn invests these funds in the various instruments identified in the attached report.

INFORMATION:

As indicated in the attached Treasurer's Report, the current investment portfolio is "in compliance with all applicable provisions of state law and the adopted investment policy, and contains sufficient liquidity to meet all projected outflows over the next six months". The portfolio is currently returning an annualized yield of **2.32%**. This is compared to 2.08% last quarter.

FISCAL IMPACT:

None.



Monterey County Board of Supervisors

168 West Alisal Street,
1st Floor
Salinas, CA 93901
831.755.5066

Board Order

Upon motion of Supervisor Alejo, seconded by Supervisor Adams and carried by those members present, the Board of Supervisors hereby:

Received and accept the Treasurer's Report of Investments for the Quarter Ending December 31, 2018.

PASSED AND ADOPTED on this 29th day of January 2019, by the following vote, to wit:

AYES: Supervisors Alejo, Phillips, Lopez, Phillips, and Adams

NOES: None

ABSENT: None

I, Valerie Ralph, Clerk of the Board of Supervisors of the County of Monterey, State of California, hereby certify that the foregoing is a true copy of an original order of said Board of Supervisors duly made and entered in the minutes thereof of Minute Book 81 for the meeting January 29, 2019.

Dated: January 30, 2019
File ID: 19-1250

Valerie Ralph, Clerk of the Board of Supervisors
County of Monterey, State of California

Joel G. Pablo, Deputy



Monterey County

168 West Alisal street,
1st Floor
Salinas, CA 93901
831.755.5066

Board Report

Legistar File Number: 19-1250

January 29, 2019

Introduced: 1/11/2019

Current Status: Agenda Ready

Version: 1

Matter Type: General Agenda Item

a. Receive and Accept the Treasurer's Report of Investments for the Quarter Ending December 31, 2018.

RECOMMENDATION:

It is recommended that the Board of Supervisors:

a. Receive and Accept the Treasurer's Report of Investments for the Quarter Ending December 31, 2018.

SUMMARY:

Government Code Section 53646 (b) (1) states the Treasurer may submit a quarterly report of investments. The attached exhibits provide a narrative portfolio review of economic and market conditions that support the investment activity during the October - December period, the investment portfolio position by investment type, and the investment portfolio by maturity range.

DISCUSSION:

During the October - December quarter, the selloff in equity markets pushed investors to seek the relative safety of U.S. Treasury obligations, pushing yields lower. Interest rates with maturities greater than 1-year fell sharply, while short term rates moved up slightly. This resulted in an inverted yield curve at the quarter end, with the 1-year Treasury yielding more than a 5-year Treasury. As was widely expected, the Federal Reserve raised the federal funds target rate by 25 basis points (0.25%) for the fourth time in 2018 at its December meeting. The U.S. economy is experiencing a strong labor market, adding 762K total jobs in the second quarter, a deceleration of inflation to just below the Fed's 2% target and positive contributions from business investment, consumer spending, and federal, state, and local government spending. Potential headwinds exist in the form of geopolitical risks, tariffs, slower housing market momentum, contracting oil supply and rising interest rates.

On December 31, 2018, the Monterey County investment portfolio contained an amortized book value of \$1,521,771,248 spread among 139 separate securities and funds. The par value of those funds was \$1,528,686,820 with a market value of \$1,518,307,204 or 99.3% of amortized book value. The portfolio's net earned income yield for the period was 2.08%. The portfolio produced an estimated quarterly income of \$7,409,471 that will be distributed proportionally to all agencies participating in the investment pool. The investment portfolio had a weighted average maturity of 272 days. The County Treasury continues to use short term debt to provide portfolio liquidity and enhanced investment opportunities while also taking advantage of moderately higher rates in the one to three-year investment range.

The investment portfolio is in compliance with all applicable provisions of state law and the adopted Investment Policy, and contains sufficient liquidity to meet all projected outflows over the next six

months. Market value pricings were obtained through resources such as Bloomberg LLP, Union Bank of California and live-bid pricing of corporate securities.

OTHER AGENCY INVOLVEMENT:

A copy of this report will be distributed to all agencies participating in the investment pool and the Treasury Oversight Committee. In addition, the report will be published on the County Treasurer's web site. A monthly report of investment transactions is provided to the Board of Supervisors as required by Government Code 53607.

FINANCING:

The investment portfolio contains sufficient liquidity to meet all projected expenditures over the next six months. Investment earnings in the General Fund are expected to meet or exceed budgeted revenue for fiscal year 2018-2019.

BOARD OF SUPERVISORS STRATEGIC INITIATIVES:

This recommendation supports the Administration initiative by providing transparency and accountability in the management of County funds in the Treasurer's investment portfolio.

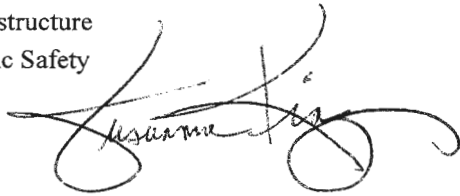
☐ Economic Development

☒ Administration

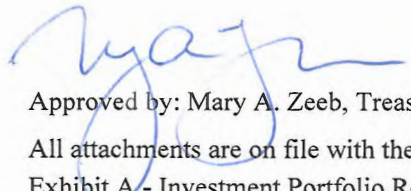
☐ Health & Human Services

☐ Infrastructure

☐ Public Safety



Prepared by: Susanne King, Treasury Manager, x5490



Approved by: Mary A. Zeeb, Treasurer-Tax Collector, x5015

All attachments are on file with the Clerk of the Board:

Exhibit A - Investment Portfolio Review 12.31.18

Exhibit B - Portfolio Management Report 12.31.18

Exhibit C - Aging Report 01.01.19

cc:

Auditor-Controller - Internal Audit Section

All depositors

County Administrative Office

County Counsel

Treasury Oversight Committee

Exhibit A

Investment Portfolio Review

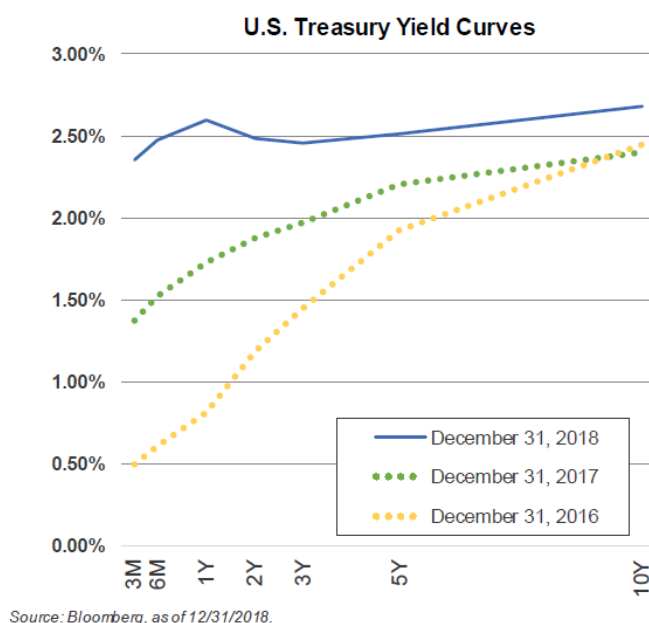
Quarter Ending December 31, 2018

OVERVIEW October 1, 2018 – December 31, 2018

During the October – December quarter, the selloff in equity markets pushed investors to seek the relative safety of U.S. Treasury obligations, pushing yields lower. Interest rates with maturities greater than 1-year fell sharply, while short term rates moved up slightly. This resulted in an inverted yield curve at the quarter end, with the 1-year Treasury yielding more than a 5-year Treasury. As was widely expected, the Federal Reserve raised the federal funds target rate by 25 basis points (0.25%) for the fourth time in 2018 at its December meeting. The U.S. economy is experiencing a strong labor market, adding 762K total jobs in the second quarter, a deceleration of inflation to just below the Fed's 2% target and positive contributions from business investment, consumer spending, and federal, state, and local government spending. Potential headwinds exist in the form of geopolitical risks, tariffs, slower housing market momentum, contracting oil supply and rising interest rates.

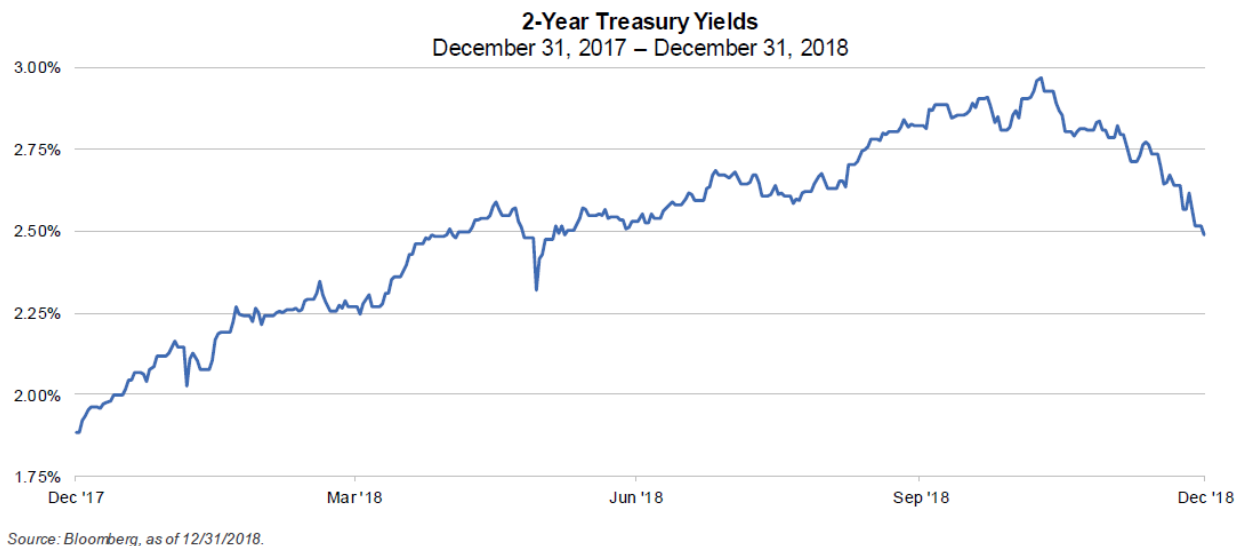
U.S. TREASURY YIELD CURVE

- Interest rates with maturities greater than 1-year fell sharply during the quarter, while short-term rates moved up slightly. This resulted in an inverted yield curve at quarter end, with the 1-year Treasury yielding more than a 5-year Treasury.



	4Q2018 12/31/18	3Q2018 9/30/18	QoQ Change
3 month	2.35%	2.20%	+0.15%
6 month	2.48%	2.36%	+0.12%
1 year	2.60%	2.56%	+0.04%
2 year	2.49%	2.82%	-0.33%
3 year	2.46%	2.88%	-0.42%
5 year	2.51%	2.95%	-0.44%
10 year	2.68%	3.06%	-0.38%

- The selloff in equity markets in the second quarter sparked a flight to quality as investors sought the relative safety of U.S. Treasury obligations, pushing yields lower.
- As was widely expected, the Federal Reserve raised the federal funds target rate by 25 basis points (.0.25%) for the fourth time in 2018 at its December meeting, but the consequential bump in yields was overcome by continued equity market uncertainty.
- The 2-year Treasury decreased by 33 basis points (0.33%) to end the quarter at 2.49%.



The County Treasury continues to perform comparatively to portfolio benchmarks this quarter. Our investments continue to focus on capturing relative value while remaining cautious. The following indicators reflect key aspects of the investment portfolio in light of the above noted conditions:

1. Market Access – During the quarter, investment purchases for the portfolio included U.S. Treasuries, a Federal Agency, and a Corporate Note. The Treasurer continues to keep a higher level of liquid assets reflecting the need to maintain levels of available cash to ensure the ability to meet all cash flow needs.
2. Diversification - The Monterey County Treasurer's portfolio consists of 139 separate fixed income investments, all of which are authorized by the State of California Government Code 53601.

The portfolio asset spread is detailed in the table below:

Portfolio Asset Composition								
Corporate Notes	Negotiable CDs	Overnight Liquid Assets	US Treasuries	Federal Agencies	Commercial Paper	Supranationals	Municipal Bonds	Asset Backed Securities
15.2%	4.4%	25.3%	29.8%	13.4%	8.2%	3.1%	0.0%	0.6%

- Total may not equal 100% due to rounding

3. Credit Risk – Approximately 81.1% of the investment portfolio is comprised of U.S. Treasuries, Federal Agency securities, negotiable CDs and other liquid funds. All assets have an investment grade rating. U.S. Treasuries are not specifically rated, but are considered the safest of all investments. All corporate debt (15.2%) is rated in the higher levels of investment grade and all Federal Agency securities have AA ratings, or are guaranteed by the U.S. Treasury. The Supranationals (3.1%) and the Asset Backed Security (0.6%) are rated AAA. The credit quality of the Treasurer's portfolio continues to be high.

The portfolio credit composition is detailed in the table below:

Portfolio Credit Composition													
AAA	AAAm	AA+	AA	AA-	A+	A	A-	A-1+ (Short Term)	A-1 (Short Term)	Aaf/S1+ (CalTRUST)	BBB+ (split rated)	Not Rated (LAIF/MMF)	Not Rated
4%	10%	45%	1%	3%	3%	4%	2%	3%	8%	11%	1%	4%	1%

4. Liquidity Risk – Liquidity risk, as measured by the ability of the County Treasury to meet withdrawal demands on invested assets, was managed during the October - December quarter. The portfolio's average weighted maturity was 272 days, and the Treasurer maintained \$385M in overnight investments to provide immediate liquidity, be able to react quickly to opportunities in the current market, and take advantage of a higher yield on the money market rates. In addition, the Treasurer maintained \$711M in securities with maturities under a year to provide enhanced liquidity.

PORTFOLIO CHARACTERISTICS

	<u>September 30, 2018</u>	<u>December 31, 2018</u>
Total Assets	\$1,331,217,570.21	\$1,528,686,820.37
Market Value	\$1,323,210,566.84	\$1,518,307,204.45
Days to Maturity	222	272
Yield	1.84%	2.08%
Estimated Earnings	\$6,517,874.72	\$7,409,471.25

FUTURE STRATEGY

The Treasurer has 72% of the portfolio invested in maturities under one year and 27 % invested in the 1-3-year maturity range. In the current interest rate environment of rising rates, holding shorter-term securities allows the County to capture higher yields as maturities are reinvested. We will continue to manage the portfolio under the established tenets of safety and liquidity while seeking to maximize the rate of return.

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Portfolio Details - Investments
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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Money Market Accts - GC 53601(k)(2)												
SYS11672	11672	BlackRock			0.00	0.00	0.00	0.337			0.337	
SYS12159	12159	DREYFUS AMT FREE TAX EXEMPT MM			7,096,460.67	7,096,460.67	7,096,460.67	1.513			1.513	
SYS11830	11830	Federated		07/01/2018	0.00	0.00	0.00	0.101	Aaa	AAA	0.101	
SYS11578	11578	Fidelity Investments			2,200,000.00	2,200,000.00	2,200,000.00	2.171	Aaa	AAA	2.171	
Subtotal and Average			22,767,799.97		9,296,460.67	9,296,460.67	9,296,460.67				1.669	
State Pool - GC 16429.1												
SYS11361	11361	LAIF			62,800,000.00	62,800,000.00	62,800,000.00	2.157			2.157	
Subtotal and Average			58,821,739.13		62,800,000.00	62,800,000.00	62,800,000.00				2.157	
CALTRUST/CAMP - GC 53601(p)												
SYS11801	11801	CalTrust			133,800,000.00	133,800,000.00	133,800,000.00	2.370	Aaa	AAA	2.370	
SYS11802	11802	CalTrust			1,000,000.00	1,000,000.00	1,000,000.00	2.183	Aaa	AAA	2.183	
SYS12211	12211	CalTrust		07/03/2018	28,900,000.00	28,900,000.00	28,900,000.00	2.429			2.429	
SYS12219	12219	CalTrust		09/18/2018	321,617.35	321,617.35	321,617.35	2.400			2.400	
SYS10379	10379	Calif. Asset Mgmt			143,600,000.00	143,600,000.00	143,600,000.00	2.454		AAA	2.454	
SYS11961	11961	Calif. Asset Mgmt		07/01/2018	0.00	0.00	0.00	0.658		AAA	0.658	
Subtotal and Average			264,661,218.97		307,621,617.35	307,621,617.35	307,621,617.35				2.414	
SWEEP ACCOUNT-MORG STNLY												
SYS12041	12041	Morgan Stanley			1.00	1.00	1.00	0.731			0.731	
Subtotal and Average			1.00		1.00	1.00	1.00				0.731	
SWEEP ACCOUNT - CUSTOM												
SYS12138	12138	Morgan Stanley			142,741.35	142,741.35	142,741.35	2.189			2.189	
Subtotal and Average			75,464.86		142,741.35	142,741.35	142,741.35				2.189	
Medium Term Notes - GC 53601(k)												
0258M0DP1	12088	American Express Credit		06/27/2016	10,000,000.00	10,020,900.00	10,035,605.67	2.250	A2	A-	1.660	08/15/2019
025816BM0	12156	American Express Credit		08/21/2017	250,000.00	249,838.75	249,838.75	2.500	A3	BBB+	2.519	08/01/2022
037833BQ2	12066	Apple Inc Corp Notes		02/23/2016	6,000,000.00	5,985,900.00	5,999,951.79	1.700	Aa1	AA+	1.706	02/22/2019
037833AQ3	12129	Apple Inc Corp Notes		04/07/2017	10,000,000.00	10,023,000.00	10,019,475.97	2.100	Aa1	AA+	1.528	05/06/2019
037833CQ1	12151	Apple Inc Corp Notes		08/17/2017	250,000.00	250,974.60	250,974.60	2.300	Aa1	AA+	2.177	05/11/2022
037833DH0	12187	Apple Inc Corp Notes		03/14/2018	5,000,000.00	4,972,836.73	4,972,836.73	1.800	Aa1	AA+	2.443	11/13/2019

Data Updated: SET_001: 01/03/2019 08:30

Run Date: 01/03/2019 - 08:30

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PGUSD

Regular Meeting of May 23, 2019

32
 Report Ver. 7.3.6.1

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Medium Term Notes - GC 53601(k)												
05531FAV5	12153	BB&T Corporation		08/21/2017	250,000.00	249,709.92	249,709.92	2.050	A2	A-	2.101	05/10/2021
06406HCZ0	12126	Bank of New York Mellon Corp		03/17/2017	10,000,000.00	9,985,700.00	10,004,415.23	2.150	A1	A	2.110	02/24/2020
097014AL8	12186	BOEING Capital Securiities		03/14/2018	7,500,000.00	7,633,999.66	7,633,999.66	4.700	A2	A	2.468	10/27/2019
06051GGE3	12202	Bank of America Corp		06/07/2018	250,000.00	246,714.40	246,714.40	3.124	A3	A-	3.477	01/20/2023
06051GFW4	12234	Bank of America Corp		12/14/2018	5,000,000.00	4,902,452.78	4,902,452.78	2.625	Baa1	BBB+	3.515	04/19/2021
084664BT7	12182	Berkshire Hathaway Finance		03/12/2018	250,000.00	250,411.94	250,411.94	3.000	Aa2	AA	2.947	05/15/2022
14913Q2E8	12183	CATERPILLAR FINL SERVC		03/12/2018	250,000.00	244,768.74	244,768.74	2.550	A3	A	3.129	11/29/2022
14912L6Y2	12189	CATERPILLAR FINL SERVC		04/02/2018	5,000,000.00	4,968,247.49	4,968,247.49	2.100	A3	A	2.738	01/10/2020
166764AY6	12208	Chevron Corp. Global		06/25/2018	2,155,000.00	2,135,294.60	2,135,294.60	2.419	Aa2	AA-	2.926	11/17/2020
17275RBG6	12104	Cisco Systems Inc Corp		09/20/2016	9,000,000.00	8,906,130.00	8,997,604.25	1.400	A1		1.438	09/20/2019
17275RBD3	12150	Cisco Systems Inc Corp		08/17/2017	250,000.00	251,317.42	251,317.42	2.200	A1	AA-	1.946	02/28/2021
172967KS9	12085	Citibank		06/09/2016	3,840,000.00	3,828,864.00	3,839,711.04	2.050	Baa1	A-	2.068	06/07/2019
191216BV1	12130	Coca- Cola Co		04/07/2017	4,431,000.00	4,393,868.22	4,427,976.49	1.375	Aa3	AA-	1.543	05/30/2019
25468PDH6	12064	The Walt Disney Copr		01/08/2016	2,710,000.00	2,701,951.30	2,709,976.46	1.650	A2	A	1.696	01/08/2019
369550AR9	12237	General Dynamics Corp		12/14/2018	10,000,000.00	10,146,868.31	10,146,868.31	3.875	A2	A+	3.266	07/15/2021
38141GVT8	12074	Goldman Sachs		04/25/2016	1,415,000.00	1,410,740.85	1,414,584.78	2.000	A3	BBB+	2.096	04/25/2019
38141GVT8	12075	Goldman Sachs		04/26/2016	7,210,000.00	7,188,297.90	7,209,512.47	2.000	A3	BBB+	2.022	04/25/2019
38148FAB5	12188	Goldman Sachs		04/02/2018	5,000,000.00	4,985,295.90	4,985,295.90	2.550	A3	BBB+	2.923	10/23/2019
38145GAG5	12205	Goldman Sachs		06/07/2018	250,000.00	242,583.26	242,583.26	2.350	A3	BBB+	3.454	11/15/2021
437076AW2	12235	Home Depot Inc		12/14/2018	2,750,000.00	2,817,579.17	2,817,579.17	4.400	A2	A	3.256	04/01/2021
02665WBA8	12068	American Honda Finance		02/23/2016	3,780,000.00	3,764,464.20	3,779,964.27	1.700	A1	A+	1.707	02/22/2019
02665WBE0	12091	American Honda Finance		07/12/2016	2,500,000.00	2,465,425.00	2,499,557.87	1.200	A1	A+	1.234	07/12/2019
4581X0DB1	12191	Inter-America Devel BK		04/19/2018	285,000.00	284,519.30	284,519.30	2.625	Aaa		2.687	04/19/2021
459200JE2	12067	IBM Corp Notes		02/19/2016	20,000,000.00	19,948,000.00	19,999,045.21	1.800	Aa3	AA-	1.812	05/17/2019
44932HAH6	12181	IBM Corp Notes		03/12/2018	250,000.00	247,945.12	247,945.12	3.000	A1	A+	3.218	02/06/2023
458140AZ3	12136	INTEL CORP		05/15/2017	10,000,000.00	9,954,100.00	10,007,923.79	1.850	A1	A+	1.790	05/11/2020
458140AZ3	12155	INTEL CORP		08/21/2017	250,000.00	248,852.50	250,167.50	1.850	A1	A+	1.799	05/11/2020
24422ETE9	12063	John Deere Capital Corp		01/08/2016	8,300,000.00	8,292,945.00	8,299,996.77	1.950	A2	A	1.952	01/08/2019
24422EUA5	12180	John Deere Capital Corp		03/12/2018	250,000.00	245,297.92	245,297.92	2.700	A2	A	3.209	01/06/2023
46625HQU7	12081	JP Morgan Chase		05/26/2016	10,000,000.00	9,963,400.00	10,001,315.45	1.850	A3	A	1.789	03/22/2019
46625HHU7	12157	JP Morgan Chase		08/21/2017	250,000.00	259,124.75	259,124.75	4.250	A3	A-	2.129	10/15/2020
58933YAS4	12164	MERCK & CO INC		08/22/2017	250,000.00	250,497.63	250,497.63	1.850	A1	AA	1.666	02/10/2020
594918BN3	12095	MICROSOFT CORP		08/08/2016	6,500,000.00	6,413,095.00	6,498,654.80	1.100	Aaa	AAA	1.135	08/08/2019
594918BN3	12133	MICROSOFT CORP		04/07/2017	6,000,000.00	5,919,780.00	5,983,434.72	1.100	Aaa	AAA	1.568	08/08/2019
594918BG8	12149	MICROSOFT CORP		08/17/2017	250,000.00	251,201.16	251,201.16	2.000	Aaa	AAA	1.730	11/03/2020

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Medium Term Notes - GC 53601(k)												
68389XBB0	12148	Oracle Corp		08/17/2017	250,000.00	252,091.45	252,091.45	2.500	A1	AA-	2.471	05/15/2022
68389XAX3	12185	Oracle Corp		03/14/2018	5,000,000.00	4,989,219.59	4,989,219.59	2.250	A1	AA-	2.537	10/08/2019
742718EN5	12154	Procter & Gamble Co		08/21/2017	250,000.00	249,723.14	249,723.14	1.850	Aa3	AA-	1.905	02/02/2021
713448DE5	12070	Pepsico Inc Corp Note		02/24/2016	3,850,000.00	3,832,405.50	3,849,947.18	1.500	A1	A	1.510	02/22/2019
713448DX3	12236	Pepsico Inc Corp Note		12/14/2018	3,800,000.00	3,702,005.73	3,702,005.73	2.000	A1	A+	3.177	04/15/2021
717081DU4	12083	PFIZER INC		06/03/2016	10,000,000.00	9,921,100.00	9,998,395.56	1.450	A1	AA	1.489	06/03/2019
808513AW5	12196	Charles Schwab Corp		05/22/2018	160,000.00	159,996.17	159,996.17	3.250	A2		3.251	05/21/2021
857477AS2	12158	State Street Corp		08/21/2017	250,000.00	252,667.93	252,667.93	2.550	A1	A	1.874	08/18/2020
89236TBP9	12121	Toyota Motor Corporation		01/12/2017	5,000,000.00	5,000,150.00	5,005,870.86	2.125	Aa3	AA-	1.904	07/18/2019
89236TCQ6	12165	Toyota Motor Corporation		08/22/2017	250,000.00	254,734.79	254,734.79	2.800	Aa3	AA-	2.231	07/13/2022
89233P5T9	12231	Toyota Motor Corporation		12/07/2018	5,000,000.00	4,997,015.65	4,997,015.65	3.300	Aa3	AA-	3.320	01/12/2022
911312BP0	12170	UNITED PARCEL SERVICE		11/14/2017	200,000.00	199,789.68	199,789.68	2.050	A1		2.099	04/01/2021
91159HHA1	12152	US BANCORP		08/17/2017	250,000.00	262,029.40	262,029.40	4.125	A1	A+	2.215	08/24/2021
92826CAC6	12203	Visa Inc		06/07/2018	250,000.00	246,545.27	246,545.27	2.800	A1	A+	3.178	12/14/2022
931142EJ8	12223	Walmart Inc		10/31/2018	10,000,000.00	10,007,776.89	10,007,776.89	3.125	Aa2	AA	3.091	06/23/2021
94974BFU9	12089	Wells Fargo & Company		06/27/2016	10,000,000.00	9,998,400.00	10,019,301.97	2.125	A2	A	1.483	04/22/2019
Subtotal and Average			208,288,518.61		232,386,000.00	231,828,544.71	232,513,465.34				2.080	
Negotiable CDs - GC 53601(i)												
06417GU22	12204	Bank of Nova Scotia		06/07/2018	400,000.00	399,891.19	399,891.19	3.080			3.100	06/05/2020
06539RGM3	12166	Bank of Tokyo-MITS		09/27/2017	250,000.00	250,000.00	250,000.00	2.070	P-1	A-1	2.099	09/25/2019
06417GUE6	12127	Bank of Nova Scotia Hous		04/06/2017	10,000,000.00	9,963,800.00	10,000,000.00	1.910			1.910	04/05/2019
13606BVF0	12190	Canadian Imperial Holding		04/10/2018	250,000.00	250,000.00	250,000.00	2.814			2.794	04/10/2020
83050FXT3	12141	Skandinaviska Enskilda Banken		08/04/2017	14,000,000.00	13,938,540.00	13,998,402.50	1.840	P-1	A-1	1.860	08/02/2019
87019U6D6	12172	Swedbank		11/17/2017	18,000,000.00	17,902,800.00	18,000,000.00	2.270			2.270	11/16/2020
89113X5B6	12209	Toronto Dominion Bank		06/29/2018	25,000,000.00	25,000,000.00	25,000,000.00	2.670	P-1	A-1+	2.670	06/28/2019
Subtotal and Average			79,310,986.56		67,900,000.00	67,705,031.19	67,898,293.69				2.286	
Commercial Paper Disc.- GC 53601(h)												
09659CVW5	12232	BNP Paribas NY		12/07/2018	20,300,000.00	19,907,257.03	19,907,257.03	2.890	P-1	A-1	2.981	08/30/2019
25214PHE6	12200	DEXIA CREDIT LOCAL SA NY		05/31/2018	25,000,000.00	24,976,763.89	24,976,763.89	2.390	P-1	A-1+	2.461	01/15/2019
4497W1QF6	12207	ING		06/25/2018	6,125,000.00	6,094,198.06	6,094,198.06	2.480	P-1	A-1	2.556	03/15/2019
46640QVC2	12238	J P Morgan Securities Inc		12/14/2018	20,000,000.00	19,628,333.33	19,628,333.33	3.000	P-1	A-1	3.092	08/12/2019
62479MQD8	12218	MUFG Banl LTD/NY		09/14/2018	25,000,000.00	24,878,215.28	24,878,215.28	2.470	P-1	A-1	2.501	03/13/2019
63873KNE3	12214	Natixis NY Branch		07/17/2018	30,000,000.00	29,973,566.67	29,973,566.67	2.440	P-1	A-1	2.470	01/14/2019

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Subtotal and Average			134,377,364.51		126,425,000.00	125,458,334.26	125,458,334.26				2.657	
Fed Agcy Coupon Sec - GC 53601(f)												
3133EEMA5	12011	Federal Farm Credit Bank		01/30/2015	10,000,000.00	9,901,800.00	10,001,906.55	1.500	Aaa	AA	1.480	12/30/2019
3130A8DB6	12084	Federal Home Loan Bank		06/03/2016	16,935,000.00	16,753,118.10	16,933,898.76	1.125	Aaa	AA+	1.139	06/21/2019
3130A8DB6	12090	Federal Home Loan Bank		07/12/2016	26,000,000.00	25,720,760.00	26,039,734.09	1.125	Aaa	AA+	0.797	06/21/2019
3130AAXX1	12125	Federal Home Loan Bank		03/17/2017	10,000,000.00	9,942,200.00	9,998,248.54	1.375	Aaa	AA+	1.458	03/18/2019
313383HU8	12144	Federal Home Loan Bank		08/16/2017	1,200,000.00	1,203,587.52	1,203,587.52	1.750	Aaa	AA+	1.538	06/12/2020
3130AF5B9	12222	Federal Home Loan Bank		10/12/2018	10,000,000.00	9,997,219.44	9,997,219.44	3.000			3.011	10/12/2021
3137EADZ9	12100	Federal Home Loan Mtg Corp		08/29/2016	17,500,000.00	17,339,875.00	17,508,407.40	1.125	Aaa	AA+	0.956	04/15/2019
3137EAEB1	12114	Federal Home Loan Mtg Corp		12/19/2016	20,000,000.00	19,687,200.00	19,926,292.90	0.875	Aaa	AA+	1.561	07/19/2019
3137EAEE5	12139	Federal Home Loan Mtg Corp		08/07/2017	1,200,000.00	1,200,107.67	1,200,107.67	1.500	Aaa	AA+	1.491	01/17/2020
3136FTS67	12013	Federal National Mtg Assn		02/03/2015	10,000,000.00	9,984,300.00	10,008,224.04	1.700	Aaa	AA	1.157	02/27/2019
3135G0J53	12069	Federal National Mtg Assn		02/23/2016	21,150,000.00	20,950,132.50	21,147,465.12	1.000	Aaa	AA+	1.080	02/26/2019
3135G0N33	12094	Federal National Mtg Assn		08/08/2016	18,675,000.00	18,375,639.75	18,666,451.41	0.875	Aaa	AA+	0.954	08/02/2019
3135G0J53	12096	Federal National Mtg Assn		08/09/2016	7,900,000.00	7,825,345.00	7,901,151.40	1.000	Aaa	AA+	0.903	02/26/2019
3135G0T29	12123	Federal National Mtg Assn		02/28/2017	12,600,000.00	12,469,212.00	12,596,886.40	1.500	Aaa	AA+	1.522	02/28/2020
3135G0ZA4	12134	Federal National Mtg Assn		04/07/2017	20,000,000.00	20,005,200.00	20,015,142.86	1.875	Aaa	AA	1.298	02/19/2019
3135G0T60	12140	Federal National Mtg Assn		08/07/2017	1,200,000.00	1,198,593.67	1,198,593.67	1.500	Aaa	AA+	1.576	07/30/2020
3135G0T29	12142	Federal National Mtg Assn		08/16/2017	1,200,000.00	1,187,544.00	1,200,203.01	1.500	Aaa	AA+	1.485	02/28/2020
Subtotal and Average			205,575,510.11		205,560,000.00	203,741,834.65	205,543,520.78				1.261	
US Treasury Note-GC 53601(b)												
912828H52	12116A	U.S. Treasury		12/21/2016	12,400,000.00	12,235,824.00	12,354,862.73	1.250	Aaa		1.596	01/31/2020
912828SD3	12119	U.S. Treasury		12/21/2016	25,000,000.00	24,843,750.00	24,999,012.04	1.250	Aaa		1.299	01/31/2019
912828N63	12122	U.S. Treasury		01/24/2017	20,000,000.00	19,854,600.00	19,999,696.60	1.125	Aaa		1.165	01/15/2019
912828XV7	12143	U.S. Treasury		08/16/2017	2,500,000.00	2,499,408.06	2,499,408.06	1.250			1.299	06/30/2019
912828H86	12160	U.S. Treasury		08/18/2017	2,000,000.00	1,987,077.73	1,987,077.73	1.500	Aaa		1.719	01/31/2022
912828T67	12161	U.S. Treasury		08/18/2017	2,000,000.00	1,976,318.20	1,976,318.20	1.250	Aaa		1.685	10/31/2021
912828Q78	12162	U.S. Treasury		08/18/2017	2,000,000.00	1,989,530.33	1,989,530.33	1.375			1.607	04/30/2021
912828L99	12163	U.S. Treasury		08/18/2017	2,000,000.00	1,994,952.13	1,994,952.13	1.375	Aaa		1.517	10/31/2020
912828S43	12174	U.S. Treasury		12/21/2017	20,000,000.00	19,663,200.00	19,883,674.47	0.750	Aaa		1.857	07/15/2019
912828SX9	12175	U.S. Treasury		12/21/2017	20,000,000.00	19,800,000.00	19,944,302.52	1.125	Aaa		1.814	05/31/2019
912828T6	12176	U.S. Treasury		01/31/2018	25,000,000.00	24,869,753.31	24,869,753.31	1.250			2.054	08/31/2019
912828P4	12179	U.S. Treasury		03/12/2018	1,250,000.00	1,218,807.88	1,218,807.88	1.875	Aaa		2.617	07/31/2022
912828U73	12184	U.S. Treasury		03/12/2018	20,000,000.00	19,838,481.73	19,838,481.73	1.375			2.243	12/15/2019

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US Treasury Note-GC 53601(b)												
912828TV2	12193	U.S. Treasury		04/30/2018	15,900,000.00	15,751,914.96	15,751,914.96	1.250	Aaa		2.402	10/31/2019
912828G4	12194	U.S. Treasury		04/30/2018	20,000,000.00	19,793,630.41	19,793,630.41	0.875	Aaa		2.376	09/15/2019
912828U32	12198	U.S. Treasury		05/21/2018	10,000,000.00	9,874,408.67	9,874,408.67	1.000	Aaa		2.481	11/15/2019
912828K58	12210	U.S. Treasury		06/29/2018	22,400,000.00	22,073,022.54	22,073,022.54	1.375	Aaa		2.506	04/30/2020
912828TR1	12215	U.S. Treasury		07/31/2018	10,000,000.00	9,891,255.87	9,891,255.87	1.000	Aaa		2.490	09/30/2019
912828XH8	12216	U.S. Treasury		07/31/2018	10,000,000.00	9,850,093.75	9,850,093.75	1.625	Aaa		2.660	06/30/2020
912828Z22	12217	U.S. Treasury		09/14/2018	5,375,000.00	5,269,742.61	5,269,742.61	1.625			2.760	10/15/2020
912828A83	12220	U.S. Treasury		10/01/2018	21,000,000.00	20,812,775.15	20,812,775.15	2.375	Aaa		2.838	12/31/2020
912828V31	12221	U.S. Treasury		10/01/2018	22,000,000.00	21,702,648.95	21,702,648.95	1.375	Aaa		2.710	01/15/2020
9128284B3	12224	U.S. Treasury		10/31/2018	10,100,000.00	9,996,707.53	9,996,707.53	2.375	Aaa		2.858	03/15/2021
912828B58	12225	U.S. Treasury		10/31/2018	20,000,000.00	19,705,262.76	19,705,262.76	2.125	Aaa		2.861	01/31/2021
9128284D9	12226	U.S. Treasury		11/07/2018	850,000.00	832,652.66	832,652.66	2.500	Aaa		3.017	03/31/2023
912828P79	12227	U.S. Treasury		11/07/2018	875,000.00	823,377.92	823,377.92	1.500			3.022	02/28/2023
912828F21	12228	U.S. Treasury		11/30/2018	20,330,000.00	19,952,132.54	19,952,132.54	2.125	Aaa		2.834	09/30/2021
912828WV6	12229	U.S. Treasury		11/30/2018	15,160,000.00	14,870,855.54	14,870,855.54	2.000	Aaa		2.824	05/31/2021
9128284W7	12230	U.S. Treasury		11/30/2018	15,000,000.00	14,968,249.18	14,968,249.18	2.750	Aaa		2.834	08/15/2021
912828XM7	12233	U.S. Treasury		12/14/2018	20,000,000.00	19,643,920.69	19,643,920.69	1.625	Aaa		2.784	07/31/2020
912828B90	12239	U.S. Treasury		12/14/2018	20,000,000.00	19,678,429.95	19,678,429.95	2.000	Aaa		2.772	02/28/2021
912828Q37	12240	U.S. Treasury		12/14/2018	19,600,000.00	18,966,943.25	18,966,943.25	1.250			2.744	03/31/2021
912828Q2	12241	U.S. Treasury		12/18/2018	25,550,000.00	25,064,455.14	25,064,455.14	1.500			2.705	08/15/2020
Subtotal and Average			385,262,709.73		458,290,000.00	452,294,183.44	453,078,357.80				2.365	
Supranationals												
4581X0CX4	12201	Inter-America Devel BK		05/31/2018	12,975,000.00	12,817,776.69	12,817,776.69	1.625	Aaa	AAA	2.541	05/12/2020
459058GA5	12195	INTL BK RECON & DEVELP		04/30/2018	15,000,000.00	14,746,011.26	14,746,011.26	1.626	Aaa	AAA	2.675	09/04/2020
459058FS7	12197	INTL BK RECON & DEVELP		05/21/2018	10,000,000.00	9,870,376.19	9,870,376.19	1.126	Aaa	AAA	2.595	11/27/2019
459058FA6	12199	INTL BK RECON & DEVELP		05/25/2018	10,000,000.00	9,852,876.54	9,852,876.54	1.376	Aaa	AAA	2.591	03/30/2020
Subtotal and Average			47,222,227.41		47,975,000.00	47,287,040.68	47,287,040.68				2.605	
Asset Backed Security(GNMA/CMO)												
05522RCW6	12206	BACCT 2017		06/13/2018	10,000,000.00	9,841,406.25	9,841,406.25	1.950	Aaa		2.896	08/15/2022
Subtotal and Average			9,841,406.25		10,000,000.00	9,841,406.25	9,841,406.25				2.896	

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Municipal Bonds												
13063DGA0	12192	California TXBL		04/25/2018	290,000.00	290,008.90	290,008.90	2.800	Aa3	AA-	2.799	04/01/2021
Subtotal and Average			290,009.38		290,000.00	290,008.90	290,008.90				2.799	
Total and Average			1,416,494,956.50		1,528,686,820.37	1,518,307,204.45	1,521,771,248.07				2.201	

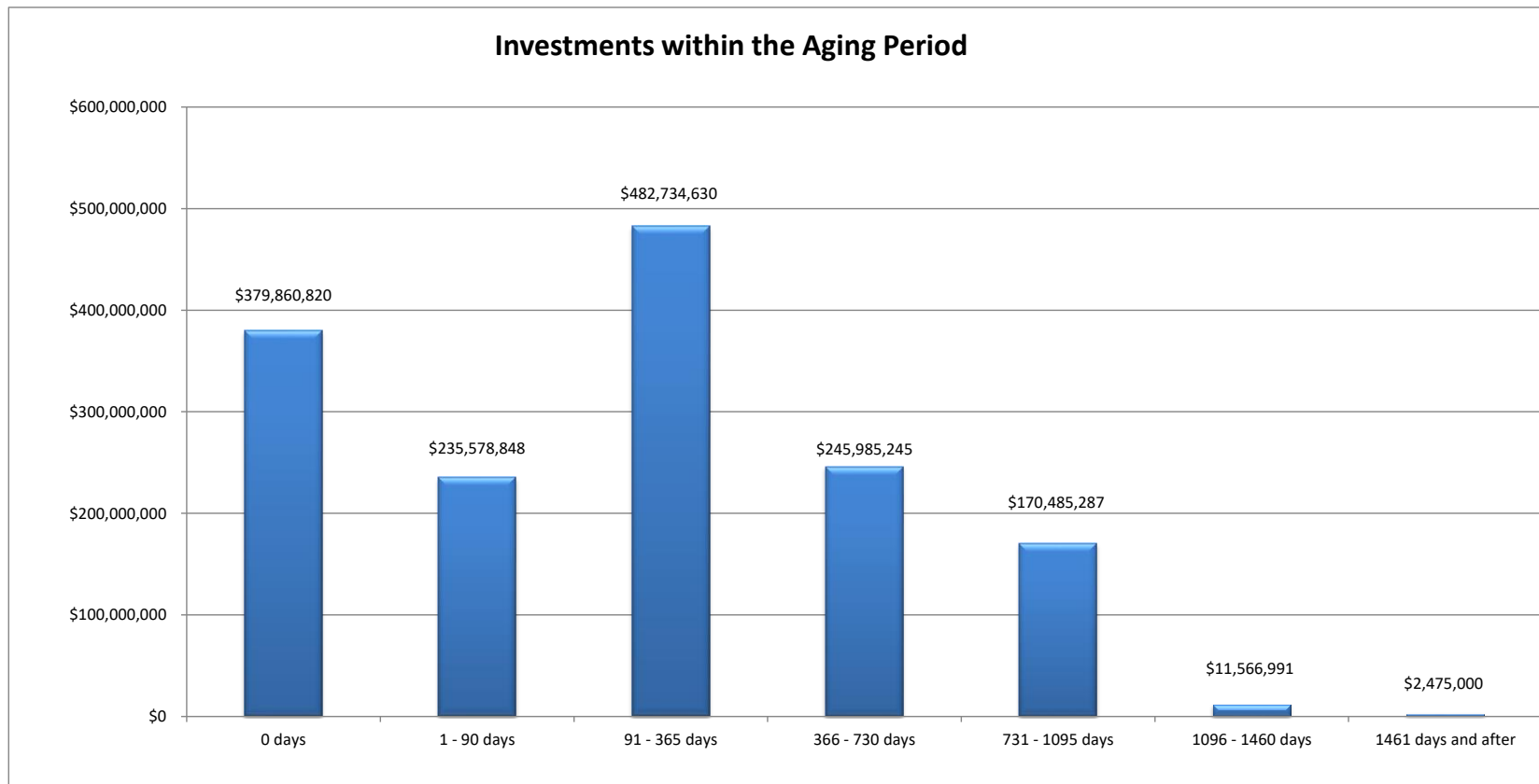
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Exhibit C
Monterey County
Aging Report
By Maturity Date
As of January 1, 2019

				Maturity Par Value	Percent of Portfolio	Current Book Value	Current Market Value
Aging Interval:	0 days	(01/01/2019 - 01/01/2019)	13 Maturities	379,860,820.37	24.85%	379,860,820.37	379,860,820.37
Aging Interval:	1 - 90 days	(01/02/2019 - 04/01/2019)	17 Maturities	235,578,848.15	15.41%	234,632,836.42	233,869,337.40
Aging Interval:	91 - 365 days	(04/02/2019 - 01/01/2020)	40 Maturities	482,734,629.89	31.58%	478,607,973.70	476,337,855.26
Aging Interval:	366 - 730 days	(01/02/2020 - 12/31/2020)	29 Maturities	245,985,244.91	16.09%	240,611,947.72	240,181,521.56
Aging Interval:	731 - 1095 days	(01/01/2021 - 12/31/2021)	24 Maturities	170,485,286.53	11.15%	165,868,008.79	165,868,008.79
Aging Interval:	1096 - 1460 days	(01/01/2022 - 12/31/2022)	11 Maturities	11,566,990.54	0.76%	19,793,673.05	19,793,673.05
Aging Interval:	1461 days and after	(01/01/2023 -)	5 Maturities	2,475,000.00	0.16%	2,395,988.02	2,395,988.02
Total for 139 Investments				1,528,686,820.39	100.00	1,521,771,248.07	1,518,307,204.45



- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Contract for Services with Monterey Bay Equestrian

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Barbara Martinez, Pacific Grove Adult Education Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Monterey Bay Equestrian Center.

BACKGROUND/INFORMATION:

On May 31, 2019, Lighthouse Dual Language Co-op Preschool and Lighthouse Co-op preschool students will engage with and learn about young farm animals first hand. Monterey Bay Equestrian will provide a petting zoo for the last day of the school year. The company will set up their petting zoo either in the meadow, or on the playground, as they have done for the past two years. The hours for this activity will take place between 9:30 a.m. and 11:30 a.m. They will set up a small, portable fence around the animals. Monterey Bay Equestrian will review the safety rules with the children, parents and staff. They will allow 5 children inside the pen at a time to sit down on a chair and they bring the animals to them. Children can pet the animals and / or hold the animals on their laps. The animals are tame and are usually baby animals (bunnies, sheep, a pig, and chickens.) They will have designated areas for children to wash their hands when they are done.

FISCAL IMPACT:

\$325.00 - Teachers and Parents have fundraised for this event using Pacific Grove Walk with Pride funds. No impact to Fund 11 or the General Fund.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT**AGREEMENT FOR CONTRACTOR SERVICES**

(To be used for provision of services involving potential for liability exposure for District)

THIS AGREEMENT is hereby entered into by the **Pacific Grove Unified School District**, hereinafter referred to as DISTRICT, and:

Monterey Bay Equestrian Center

CONTRACTOR	SOCIAL SECURITY NUMBER OR BUSINESS ID #		
19805 Pesente Rd	Salinas	Ca	93907
MAILING ADDRESS	CITY	STATE	ZIP

hereinafter referred to as CONTRACTOR.

CONTRACTOR agrees to provide to DISTRICT the services enumerated in Section G of this Agreement under the following terms and conditions:

- A. Services shall begin on 5/31/2019 and shall be completed on or before 5/31/2019.
- B. CONTRACTOR understands and agrees that CONTRACTOR and CONTRACTOR'S employees are not employees of the DISTRICT and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State and local taxes or contribution including Unemployment Insurance, Social Security, and Income Taxes with respect to CONTRACTOR'S employees.
- C. CONTRACTOR shall furnish, at CONTRACTOR'S own expense, all labor, materials equipment and other items necessary to carry out the terms of this Agreement.
- D. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the authority to control and direct the performance of the details of the work, DISTRICT being interested only in the results obtained.
- E. CONTRACTOR agrees to defend, indemnify and hold harmless the DISTRICT, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of CONTRACTOR'S negligence in the performance of this Agreement, including but not limited to any claim due to injury and/or damage sustained by CONTRACTOR, and/or the CONTRACTOR'S employees or agents.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

F. CONTRACTOR shall maintain Insurance with a minimum \$1,000,000 combined single limits of general liability and automobile coverage.

G. Services to be rendered to the DISTRICT by the CONTRACTOR are as follows:

H. Neither party shall assign or delegate any part of this Agreement without the written consent of the other party.

I. The work completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection and supervision to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become applicable to CONTRACTOR, CONTRACTOR'S business, equipment, and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations.

J. CONTRACTOR shall be paid at the rate of:

\$ 325.00 (\$ per hr/day/other)

for 2 hours (hours/days/other).

Source of Funds: 11-0038-0-4110-1000-5800-00-008-7280-0000

K. Payments will be made by the District to the Contractor as follows:

- 1) Lump sum upon completion of services rendered.
- 2) Monthly - in accordance with provision of services.
- 3) Other _____

L. This agreement may be terminated by either party notifying the other, in writing, at least 30 days prior to the date of termination.

M. CONTRACTOR shall sign and submit a W-9 to DISTRICT prior to providing service.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

This Agreement is entered into this 2 day of April, 19 2019.

For the Site/Program:

For the Contractor:

Site/Program Administrator Date

Name

For the District:

Title

Director of Human Resources Date

Date

Assistant Superintendent Date

NOTE: PARAGRAPH "F" ABOVE IS HEREBY WAIVED IF SIGNED BELOW.

Assistant Superintendent

Date

- All signatures must be obtained before services are provided. -

Invoice

1818

MONTEREY BAY EQUESTRIAN CENTER

19805 Pesante Rd. Salinas, Ca. 93907

(831) 663-5712 FAX (831) 663-3501

E-MAIL: michael@montereybayequestrian.com

Website: www.montereybayequestrian.com

BILL TO: Pacific Grove Adult School

1025 Lighthouse Ave.

Pacific Grove, CA 93950

Attn: Catherine Broz

[illegible]

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

SUBJECT: Contract for Services with Speech Language Pathologist for Extended School Year Instruction and Services

DATE: May 23, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Christine Warde, Speech Language Pathologist, to provide speech therapy for extended school year instruction and services.

BACKGROUND:

Some students who have an Individualized Education Plan (IEP) are recommended by their IEP teams to receive Extended School Year (ESY) instruction and services during summer school. The IEP teams may recommend the continuation of related services such as speech therapy to continue during ESY.

INFORMATION:

The District was not able to procure a District Speech Language Therapist to provide services for ESY. The District has identified a privately contracted Speech Language Therapist to provide speech therapy so as to be in legal compliance with students' IEPs.

FISCAL IMPACT:

\$8,000 budgeted for extended school year services (Special Education summer school fund)

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 Christine Warde **for services rendered as specified below.**

1. **Scope of Service:**
To provide speech and language therapy for students with Individualized Education Plans for Extended School Year.
2. **Expected outcome(s)**
Students will receive speech and language therapy from a qualified Speech and Language Therapist.
3. **Dates of Service:**
June 3, 2019-June 28, 2019
4. **Financial Arrangements:**
5 hours a day @ \$80.00 for 20 days totaling \$8,000
School funding source: 01-6500-0-5770-1130-5800-00-000-2645-0740

Consultant: Christine Warde, SLP

Address: 512 Fountain Ave., Pacific Grove, 93950

Signed _____ Date _____
☐ District Employee ☐ Independent Consultant *

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

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

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

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Asst. Supt./Supt.

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

***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 applies 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

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

SUBJECT: Contract for Services with Monterey County Office of Education

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Matt Bell, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends that the Board review and approve the contract for services with Monterey County Office of Education (MCOE) for a social science conference reimbursement.

BACKGROUND:

MCOE offered a social science conference titled *Content, Literacy, Inquiry, and Citizenship (CLIC) History/Social Science Framework Implementation Project*. The conference occurred over three days March 15-17, 2019 and, through a grant, paid for substitute costs up to \$600.

INFORMATION:

Pacific Grove High School Teacher Lauralea Gaona attended the conference and this contract allows MCOE to reimburse the District for the cost of the substitute up to \$600.

FISCAL IMPACT:

This contract will gain the District \$600 to offset substitute costs for the conference.

MONTEREY COUNTY OFFICE OF EDUCATION

INDEPENDENT CONTRACTOR AGREEMENT



This AGREEMENT is hereby entered into between the Monterey County Office of Education, hereinafter referred to as "MCOE," and Pacific Grove Unified School District, hereinafter referred to as "CONTRACTOR."

1. Services. Contractor shall provide the following services:

Pacific Grove Unified School District will be reimbursed for costs (up to \$600) incurred for substitute teacher coverage for teacher Lauralea Gaona participating in the Content, Literacy, Inquiry, and Citizenship (CLIC) History-Social Science Framework Implementation Project (in collaboration with the Civic Learning Partnership and the Constitution Project) held at the California Council for the Social Studies Conference on March 15 and at the Monterey County Office of Education on April 8 and May 31. Training, conference registration and materials (California Standards-aligned) will be provided (grant funded) directly to participant teacher.

2. Term. CONTRACTOR shall commence providing services under this AGREEMENT on January 31, 2019, and will continue through May 31, 2019, subject to revision and renewal with Board approval in subsequent years.

3. Compensation. MCOE agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Six Hundred Dollars (\$\$600). MCOE shall pay CONTRACTOR according to the following terms and conditions:

Fixed lump sum. Please invoice the Monterey County Office of Education - Educational Services Department, Attn: Jenny Davila, 901 Blanco Circle, Salinas, CA, 93901, jdavila@montereycoe.org, by May 31, 2019

4. Expenses. MCOE shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for MCOE.

5. Independent Contractor. CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the MCOE, and are not entitled to benefits of any kind or nature normally provided

employees of the MCOE and/or to which MCOE'S employees are normally entitled, including, but not limited to, State Unemployment Compensation, Workers' Compensation, Health and Welfare Benefits, Paid Vacation, Retirement Program Participation, or any other employee benefits. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR and CONTRACTOR'S employees.

6. Materials. CONTRACTOR shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT. CONTRACTOR'S services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. Taxes. Federal Internal Revenue Service regulations require that MCOE report all payments to individuals for consultant services. Contractor agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement. In the event MCOE is audited for compliance regarding any applicable taxes, CONTRACTOR agrees to furnish MCOE with proof of payment of taxes on these earnings.

8. Termination. This AGREEMENT is subject to termination upon thirty (30) days written notice _____.

9. Hold Harmless: CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the MCOE and its officers, agents, and employees from every claim or demand made and every liability, loss, damage or expenses, of any nature whatsoever, which may be barred by reason of any act, neglect, default, or omission of the CONTRACTOR arising out of, or in any way connected with the services covered by this AGREEMENT, except for liability for

damages which result from the sole negligence or willful misconduct of the MCOE or its officers, employees or agents.

10. Assignment. The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned or transferred by the CONTRACTOR.

11. Compliance with Applicable Laws. The services completed herein must meet the approval of the MCOE and shall be subject to the MCOE'S general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state, and local laws, rules, regulations, and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR'S business, equipment, and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

12. Permits/Licenses. CONTRACTOR shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

13. Entire Agreement/Amendment. This AGREEMENT and any attachments constitute the entire agreement among the parties to it and supersede any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties.

14. Notice. All notices or demands to be given under this AGREEMENT by either to the other shall be in writing and given either by (a) personal service or (b) by postage prepaid U.S. Mail, registered or certified, return receipt requested. Service of notice or demand shall be considered given when received if personally served or, if mailed, on the second day after deposited at any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

MCOE:

Monterey County Office of Education
 901 Blanco Circle
 Salinas, CA 93912-0851

CONTRACTOR:

Pacific Grove Unified School District
 435 Hillcrest Ave.
 Pacific Grove, CA 93950-4398

15. Severability. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

16. Governing Law. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Monterey County, California. THIS AGREEMENT IS ENTERED INTO THIS 31 DAY OF January, 2019.

MONTEREY COUNTY OFFICE
 OF EDUCATION (MCOE)

CONTRACTOR

By: _____
 Signature

By: _____
 Signature

Date: _____

Date: _____

Garry P. Bousum

Typed Name

Typed or Printed Name

Associate Superintendent

Title

Title

By: _____
 Signature

Date: _____

Caryn Lewis

Typed Name

Assistant Superintendent

Title

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST TO ATTEND CONFERENCE/TRAINING/MEETING

Consent Agenda Item I

- **Request must be submitted at least 15 business days prior to attending the event.**
 ► A brochure with dates, location, and costs, along with travel expense documentation must be attached for approval.
 ► Copy of Approved REQUEST TO ATTEND must be attached when submitting for reimbursement.
 ► **Applicant must receive an approved copy prior to attending the event.** I understand

Applicant Lauralea GaonaSchool or Department PG High School

Lauralea Gaona 03/12/2019
 Signature of Applicant Date

Rachel Mein Date 03/14/2019
 Signature of School/Department Secretary (Confirms the form is complete, including the Anticipated Expenses Worksheet – page 2)

CONFERENCE/TRAINING/MEETING INFORMATION – attach brochure or flyer

Name of Event California Council for the Social Studies Conference
 Date(s) 3/15-3/17 Location San Jose, CA Santa Clara
 City/State County

ANTICIPATED EXPENSES – complete worksheet on back and enter TOTALS here (totals auto-calculated)

Method of reimbursement for meals	Registration	\$ <u>0</u>
___ Expense per Diem		
___ Actual and Necessary	Lodging	\$ <u>Actual</u>
___ unusual or exceptional circumstance	Meals	\$ <u>Per Diem</u>
(choose one above and complete other side)		
___ Office-Prepare a PO for Registration	Travel	\$ <u></u>
___ I will Self Register 3 Sub @\$ <u>\$201</u> (=salary + benefits/day)		\$ <u>603.00</u>
___ & Submit for Reimbursement		
(choose one above)	Other	\$ <u>0</u>
	TOTAL ANTICIPATED EXPENSES	\$ <u>603.00</u>

APPROVED EXPENSES

Budget Account Number(s) HSSchIBus/see attac

_____	\$ _____
_____	\$ _____
Sub Code: <u>01-0000-0-1110-2140-1100-10-006-1005-0000</u>	\$ <u>603.00</u>
SPED Specialist: _____	SPED Specialist Director: _____

APPROVAL SIGNATURES – to be signed only when expenses and account information are complete

1. Matthew J. Bell 03/14/2019
 Site Administrator Date

2. Ana Silva 03/15/2019
 Staff Development Coordinator Date

FUNDS AVAILABILITY:

3. song chinbendib 03/18/2019
 Assistant Superintendent Date

APPROVED:

4. Ralph Gómez Porras 03/18/2019
 Superintendent Date

___ Copy sent to attendee ___ Copy for Staff Development Coordinator ___ Copy for Site

ANTICIPATED EXPENSES WORKSHEET

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

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

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Matt Bell, Pacific Grove High School Principal

RECOMMENDATION:

The Administration recommends that the Board review and approve Pacific Grove High School Principal Matt Bell, Athletic Director Todd Buller, and Assistant Principal Shane Steinback as the 2019-20 California Interscholastic Federation (CIF) representatives for Pacific Grove High School.

BACKGROUND:

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

INFORMATION:

This form lists the following personnel as representatives for PGHS:

Matthew J. Bell
Todd Buller
Shane Steinback

FISCAL IMPACT:

There is no cost associated with this form.



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

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

DATE: APRIL 15, 2019

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2019-2020**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

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

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

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

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

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

Please return the enclosed form no later than June 28, 2019 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2019-2020 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2019.**

a Pacific Grove Unified SD School District/Governing Board at its May 23, 2019 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2019-2020 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES


NAME OF SCHOOL Pacific Grove High School
NAME OF REPRESENTATIVE Matthew J. Bell POSITION Principal
ADDRESS 615 Sunset Dr. CITY Pacific Grove ZIP 93950
PHONE (831) 646-6590 FAX (831) 646-6660 E-MAIL mbell1@pgusd.org

NAME OF SCHOOL PGHS
NAME OF REPRESENTATIVE Todd Buller POSITION Athletic Director
ADDRESS same CITY _____ ZIP _____
PHONE (831) 646-6590 FAX (831) 646-6660 E-MAIL tbuller@pgusd.org

NAME OF SCHOOL PGHS
NAME OF REPRESENTATIVE Shane Steinback POSITION Asst. Principal
ADDRESS same CITY _____ ZIP _____
PHONE (831) 646-6590 FAX (831) 646-6660 E-MAIL ssteinback@pgusd.org

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

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

Superintendent's or Principal's Name Matthew J. Bell Signature 
Address 435 Hillcrest Ave. City Pacific Grove Zip 93950
Phone (831) 646-6520 Fax (831) 646-6500

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

CIF SECTION OFFICES

CIF CENTRAL SECTION

Jim Crichlow, Commissioner
P.O. Box 1567
Porterville, CA 93258
Phone: (559) 781-7586
Fax: (559) 781-7033

CIF CENTRAL COAST SECTION

Duane Morgan, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Fax: (408) 224-0476

CIF LOS ANGELES SECTION

John Aguirre, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Fax: (818) 767-0802

CIF NORTH COAST SECTION

Gil Lemmon, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Fax: (925) 263-2120

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Fax: (530) 343-5619

CIF OAKLAND SECTION

Sonjha Phillips, Commissioner
1000 Broadway, Ste. 150
Oakland, CA 94607
Phone: (510) 879-2846
No fax number

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Fax: (209) 334-0300

CIF SAN DIEGO SECTION

Jerry Schniepp, Commissioner
3636 Camino Del Rio North #200
San Diego, CA 92108
Phone: (858) 292-8165
Fax: (858) 292-1375

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Fax: (562) 493-6266

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Robert H. Down Elementary School Single Plan for Student Achievement for 2019-20

PERSON (S) RESPONSIBLE: Sean Keller, Robert Down Elementary School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2019-20 Robert H. Down Single Plan for Student Achievement (SPSA) and related budget items.

BACKGROUND:

The Robert Down School Site Council has reviewed the student achievement of Robert Down students, received input via survey from staff, parents, students, district personnel, and designed goals for the 2019-20 school year. These goals and related budget items are written into the Single Plan for School Achievement. The RHD site council discussed the plan on May 13, 2019 and asked for modifications, which were approved on May 15, 2019.

INFORMATION:

Goals 1 (Positive School Culture/Instructional Program) and 3 (ELA) from 2017-18 were switched to match PGUSD LCAP Goal numbering.

- Goal 1 annual measurable outcomes on pages 28-29 and analysis of strategies/activities on page 34.
- Goal 2 annual measurable outcomes on page 35 and analysis of strategies/activities on page 39
- Goal 3 annual measurable outcomes on pages 40-41 and analysis of strategies/activities on pages 43-44.

FISCAL IMPACT:

\$20,660 (\$2,500 in Donations, \$18,160 Site Funding)

Site Budget Items:

- Toolbox Social-Emotional Skills Program Materials - **\$500**
- Classified Employee Training in Toolbox. SWUN, and Guided Reading (Salaries)- **\$1300**, \$680, \$680, \$200 (Certificated Employee Guided Reading Trainer Stipend)
- Garden Coordinator- **\$4600** stipend, **\$1,000** supplies
- STEM, Robotics, ROV Club Stipends - **\$5000**, **\$1,000** supplies, **\$1,000** in donations from Apple
- Service Leaders program- **\$500** supplies
- Drama Club - **\$2000** stipends, \$500 supplies
- Intervention progress monitoring costs for printing out reports - \$200
- Anti-Bullying Speaker - **\$1500** Community Member Donation, but may have to incur cost

** Single Plan for Student Achievement (SPSA) located as Appendix A in Board Packet.*

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Forest Grove Elementary School Single Plan for Student Achievement for 2019-20

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Buck Roggeman, Forest Grove Elementary School Principal

RECOMMENDATION:

The Administration recommends that the Board review and approve the Forest Grove Elementary Single Plan for Student Achievement (SPSA) for the 2019-20 school year.

BACKGROUND:

At its Tuesday, May 7, 2019, School Site Council meeting, the members reviewed the proposed plan for the 2019-20 school year and held an electronic vote on May 15, 2019 to approve it. Multiple data sources were used in developing the goals including the California Healthy Kids Survey, Forest Grove Elementary School Goals Survey, California Assessments of Student Performance and Progress (CAASPP) data, and feedback from staff and leadership team meetings.

INFORMATION:

Forest Grove Elementary School has set five goals for the 2019-20 school year. The goals fall under similar categories as last year – English Language Arts (ELA), Mathematics, Visual and Performing Arts (VAPA), Social Emotional Learning, and Safety. The ELA, Math, VAPA, and Safety goals are similar to last year’s goals. The Social Emotional Learning goal involves the implementation of a school wide curriculum, which is new. The goals were established working in collaboration with staff, parents, and students.

Our five goals are:

1. Improve student performance in English Language Arts.
2. Improve student performance in Math.
3. Implement the Visual and Performing Arts in support of English Language Arts, Math, Science, and Social Studies.
4. Improve peer relationships and reduce stress/anxiety among students.
5. Improve school safety by running a robust “See Something, Say Something” campaign.

All of these goals will be pursued with an emphasis on serving the needs of our socioeconomically disadvantaged youth, and our Hispanic/Latino students.

FISCAL IMPACT:

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

** Single Plan for Student Achievement (SPSA) located as Appendix B in Board Packet.*

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Pacific Grove Middle School Single Plan for Student Achievement for 2019-20

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Sean Roach, Pacific Grove Middle School Principal

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2019-20 school year.

BACKGROUND:

Pacific Grove Middle School's Single School Plan for Student Achievement identifies three main focuses for 2019-20. The areas of emphasis are addressing achievement gap among our English Learner students in particular while maintaining positive growth for our Low Income student populations, and students with disabilities. We intend to continue to implement and track the progress of students taking Math 180, as well as our Transitional ELA/Math Intervention classes while continue to maintain a school culture emphasizing quality relationships and service to others.

Our data analysis has shown that our Students with Disabilities and Low Income students made strong gains and actually closed the achievement gap on the Smarter Balanced Summative Assessments in ELA and Math. Further data analysis has shown that our English Learner and Latino student groups were the two lone groups that lost ground when compared to the school's overall achievement scores in ELA and Math respectively. Further data analysis shows the continued need to monitor and support our Intervention programs as we implement the Common Core State Standards at PGMS. We will continue directed funds to support our intervention program(s). Because many of our technology needs are being met through Measure A funds, PGMS is able to redirect more of its site allocation to classroom supplies. All our site allocation funds will be directed toward supporting the three goals identified in our plan.

INFORMATION:

The School Site Council has a budget of \$61,653 for 2019-20. Funds have been allocated to support our three areas of emphasis- closing the achievement gap for English Learners, and maintaining positive growth for our Low Income students, our Special Education students, and our Latino students in tracking the success of our Intervention classes (Math 180, Read 180, Transitional ELA and Transitional Math), and maintaining a positive culture at PGMS.

FISCAL IMPACT:

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

** Single Plan for Student Achievement (SPSA) located as Appendix C in Board Packet.*

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Pacific Grove High School Single Plan for Student Achievement for 2019-20

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Matt Bell, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for the 2019-20 school year.

BACKGROUND:

The Site Council has met monthly since the beginning of the school year reviewing the plan, receiving reports, and creating a needs plan based on data and survey information. They approved the Single Plan for Student Achievement (SPSA) at their April 29 meeting.

INFORMATION:

The Single Plan for Student Achievement continues to revolve around the 2018 WASC accreditation work done by the school. The Plan now includes the critical needs recommendations made by the visiting accreditation team as well as our School-wide Learning Objectives (SLO's). As the critical needs were in line with action plans already in the Plan, The Single Plan for the 2019-20 year took on only some minor changes with respect to the 2018-19 SPSA other than noted below. The main foci are:

Goals 1 and 2 reflect LCAP and Board objectives in supporting academics (adding additional layers of support for struggling and targeted students) and cultural (drug use and emotional health) issues.

- School Goal #1 – *80% of all students will show college and career readiness at graduation as measured by meeting the “Prepared Level” of the California Department of Education College and Career Indicator. Low socio-economic, EL students, Special Education and all targeted students will have similar percentages of students meeting the Prepared Level Indicator.*
 - Strategy 2 (A school-wide study skill focus - freshmen academy - will be established in 9th grade Social Studies classes by the staff) has been deepened so that a very explicit curriculum will be embedded into the freshmen social science classes – both AP Human Geography and Geography.
 - Strategy 5 (Expand the after school time in the library to 6:00 p.m. four days per week using community members to come as supervisors) is a reaction to student surveys indicating that they need a quiet place to study.
- School Goal #2 – *Create a culture at Pacific Grove High School that promotes positive values, an overall sense of safety and reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.*
 - Strategy 4 (Special topical nights (sexual assault, death, depression, drug abuse/addiction, etc) will be offered several times a year - some directed toward students with others being directed toward parents - with follow-up group meetings and accompanying support services. This will be done in partnership with local groups such as the Ohana group, DARE, University of North Carolina, and the Sun Street Center. Low socio-economic, EL, and other targeted students will have special invitations and encouragement to attend these evenings. Coffee with the Principal

will follow these evenings for parent discussion and resources) expands our previous efforts in this area. The recent and emerging partnership with the Ohana Center and work with School Resource Officer Hanks with the DARE program and the University of North Carolina are added resources.

FISCAL IMPACT:

The proposed plan budget is within the projected funding available at the site.

** Single Plan for Student Achievement (SPSA) located as Appendix D in Board Packet.*

- ☒ Consent
☐ Information/Discussion
☐ Action/Discussion

SUBJECT: Pacific Grove Community High School Single Plan for Student Achievement 2019-2020

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Matt Bell, Community High School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2019-2020 Pacific Grove Community High School Single Plan for Student Achievement (SPSA).

BACKGROUND:

Pacific Grove Community High School (PGCHS) and the School Site Council (SSC) have reviewed PGCHS student achievement and received input from staff, parents, and students, and designed goals for the 2019-2020 school year. In alignment with the Pacific Grove Unified School District Local Control Accountability Plan (LCAP), the Western Association of Schools and Colleges (WASC) Committee Report, and the 2018-2019 SPSA, goals and related budget items have been written into the 2019-2020 Single Plan for Student Achievement (SPSA). This plan was approved by the SSC on May 10, 2019.

INFORMATION:

Pacific Grove Community High School's SSC developed a spending plan for the 2019-2020 SPSA funding. The SSC incorporated the goals from the WASC Self-Study Report, the California Healthy Kids Survey (2018), teacher-made site surveys, and the PGUSD LCAP into our SPSA objectives. Data collected to measure student achievement will come from a variety of sources, including summative and formative assessments, follow-up surveys, teacher-made rubrics, Individual Learning Plans, and goal-based checklists. PGCHS will continue to provide academic and logistical support to PGCHS students so that they are career/college ready upon graduation. We will also continue to promote and support healthy and positive lifestyle choices for our students and families.

FISCAL IMPACT:

The costs of \$4,650 are within the anticipated site allocation for Pacific Grove Community High School.

** Single Plan for Student Achievement (SPSA) located as Appendix E in Board Packet.*

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

SUBJECT: Public Hearing for Elementary TK-5 Math Program Adoption

DATE: May 23, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and hold a Public Hearing for Swun Math Program Adoption for elementary grades TK-5th.

BACKGROUND:

During the 2017-2018 school a math adoption committee was convened. It became evident the current program My Math adopted in 2014-2015 was not rigorous enough to ensure elementary students would be prepared to meet the demands of the California State Standards for Mathematics. The math adoption team conducted research on available curriculum in order to determine which ones to formally pilot. The pilot team consisted of one teacher pre grade level per site along with Ani Silva and Kate Gallaway. Their research consisted of utilizing review sites such as Edreports and contacting similar school districts who were using the programs in question. Four programs rose to the forefront: Swun Math, Ready Math, Bridges and Eureka Math. At that point representatives from all four programs presented an overview to the team. In addition, the team continued to speak with other districts and visited King City Unified who are using Swun Math with success. During that visit, team members were able to see multiple classes across grade levels as well as speak with the site principal and Director of Curriculum and Instruction. They shared that they had previously used Eureka Math and while they liked it, ultimately did not choose it due to it being extremely overwhelming and difficult for the teachers to use. This was also the experience of some team members who had used it previously. A primary concern of Bridges was the lack of rigor. The team met multiple times throughout the school year and decided to pilot Ready Math from Curriculum & Associates along with the online component, IReady, and Swun Math during the 2018-2019 school year. At that point the team left it open to pilot Eureka Math if they felt that there was a need after piloting the other two.

In order to formalize the process, an evaluation criteria checklist was designed to ensure each program would be evaluated according to criteria set forth as a requirement to ensure coherence, focus and rigor. The categories that the team examined closely were: focus, coherence, usability, universal access, rigor and mathematical practices. The team received training on Ready Math in early fall and began the pilot in August and ended in December. There were many positive aspects to the program, especially the online component, IReady, which can be used by itself. However, the team struggled with usability and lack of spiral review for student practice. Then in January the team received training for Swun Math and piloted it until May. The Swun math pilot program included coaching days to ensure the pilot teachers were supported and learned to implement the Swun lesson design. The Swun math coach came several times and modeled lessons and debriefed with the team. The teachers found Swun to be well organized and easy

to implement. They experienced tremendous success in terms of deeper student learning and unanimously decided to adopt Swun Math.

INFORMATION:

Swun Math is an innovative math program directly aligned to the Standards for Mathematical Content and the Mathematical Framework for California Public Schools. Lessons develop conceptual understanding, math reasoning, and application through problem solving. Students have multiple opportunities to learn interactively through meta-cognition, collaborative work and constructed response using well-articulated math reasoning. The SWUN Math lesson design supports both direct instruction with gradual release to students as well as the Inquiry/Discovery model. Teachers will receive 9 days of from a SWUN coach throughout the school year to ensure a successful adoption.

FISCAL IMPACT:

\$87,768. General Fund: Textbook Adoption Budget



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PUBLIC HEARING NOTICE

The Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 23, 2019, pursuant to Education Code Section 60119 and 60422:

PUBLIC DISCLOSURE OF TK-5TH GRADE MATH TEXTBOOK ADOPTION

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

Copies of the TK-5th Grade Math Textbook will be available for public viewing beginning Monday, May 6, 2019 through Thursday, May 23, 2019.

For more information, please contact Ani Silva, Director of Curriculum and Special Projects at 831-646-6508.

Posted: May 6, 2019



Swun Math is an innovative math program that models its practices after the lesson design and pedagogy of the world's highest performing math nations.

Key components include:

- Curriculum and sequencing aligned to Common Core state standards
- 90-minute daily math block: 30 min. Beyond the Basic Facts instruction & 60 min. Content Standards Instruction
- Highly developed conceptual, procedural, math task, and inquiry/ discovery lessons and instructional delivery models give students multiple opportunities to learn content
- Consistent instructional strategies and academic vocabulary across the grade levels
- Multiple formative trimester assessments empower teachers to closely monitor student learning and intervene effectively to address individual student needs
- Ongoing site-specific professional development including coaching for teachers and principals based on client input, analysis of assessment data, and walk-through observations in classrooms

COMMON CORE CONTENT STANDARDS INSTRUCTION

The Swun Math lesson design is a seven-step plan guided by the Standards for Mathematical Practice and delivered by the teacher. The curriculum is directly aligned to the Standards for Mathematical Content and the Mathematical Framework for California Public Schools. Lessons develop conceptual understanding, math reasoning, and application through problem solving.

Students have multiple opportunities to learn interactively through meta-cognition, collaborative work, constructed response, and presentation with well-articulated math reasoning.

The Swun Math lesson design supports both direct instruction with gradual release to students as well as the Inquiry/Discovery model. Engagement strategies and frequent checks for understanding help teachers monitor student progress.



SWUN MATH

DEVELOPING MATH MINDS FOR TOMORROW



Swun Math is an innovative math program that models its practices after the lesson design and pedagogy of the world's highest performing math nations.

Our Professional Development

Our strategy for success with Common Core includes:

- Comprehensive trimester trainings
- Monthly on-site coaching
- Lesson Studies
- SBAC assessment training
- Ongoing data analysis
- Collaboration
- Coaching for teachers and administrators
- Strategic multi-year roll-out
- Institutional sustainability
- Specialized topics, as needed

Our Curriculum

Our Common Core aligned curriculum includes:

- 30 minutes daily Beyond the Basic Facts instruction
- 60 minutes daily Content Standards Instruction
- Conceptual, procedural, math task, and inquiry/discovery lessons
- Lesson Videos
- Constructed Responses
- Performance Tasks
- Multiple opportunities for students to learn content
- Instructional strategies and vocabulary development
- Formative and summative assessments
- Parent letters and website access
- Emphasis on the 8 Mathematical Practices
- Built-in daily intervention
- Extra Practice, Reteach, and Advanced Materials
- Online assessment
- Special Education Grades K-3 (designed for students with mild to moderate disabilities)
- Use as base program or as a supplement

A highly effective and coherent TK-8 math model with alignment in standards, curriculum, assessment, professional development, and accountability measures.

For us, it's personal

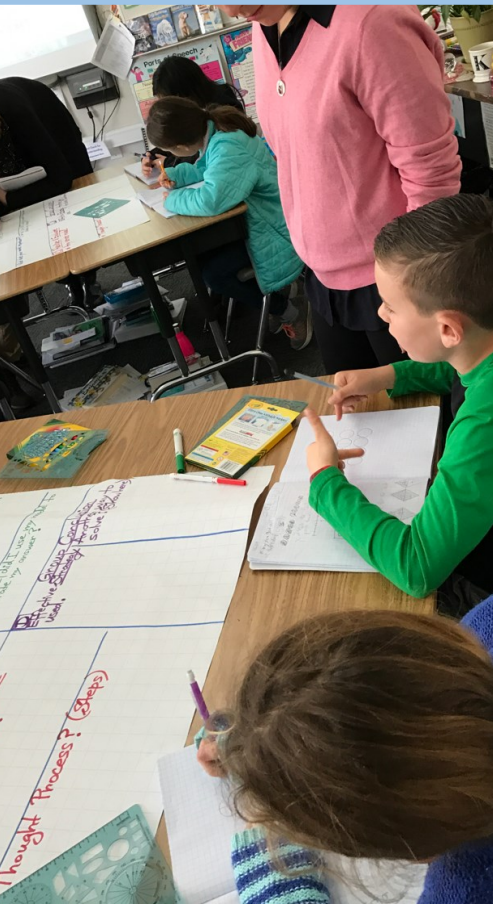
In his own classroom in Southern California, our founder and CEO, Si Swun, developed an instructional model that earned his diverse learners solid academic gains time after time. His model was replicated in several school districts with the same results, and is now a catalyst for success in school districts throughout California. Swun Math's professional development offerings and curricular materials are the sum total of our team's years of professional experience with students of diverse backgrounds, and reflect the latest research in instructional methodology and pedagogy.

Our commitment to you

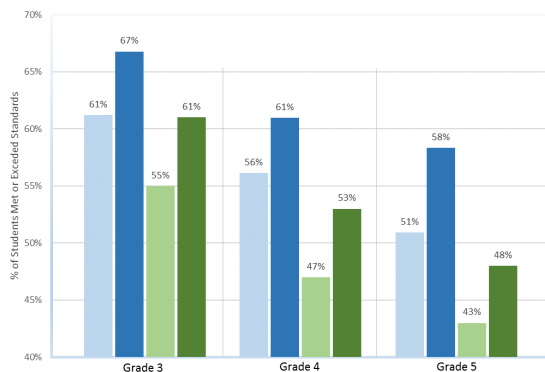
We build deep partnerships with our client schools and districts. As seasoned professionals with proven skills in classroom management, lesson planning, and instructional design - we understand the value of trust and transparency, as well as building a sustainable relationship. In other words, we're in it for the long haul.

Demonstrated results

For over a decade, we have demonstrated a proven track record of boosting student achievement. Clients across California showed consistently strong growth on the California Standards Tests (CST) through 2012 and have already registered solid gains on the California Assessment of Student Performance and Progress (CAASPP), as school systems, grade-levels, and subgroups.



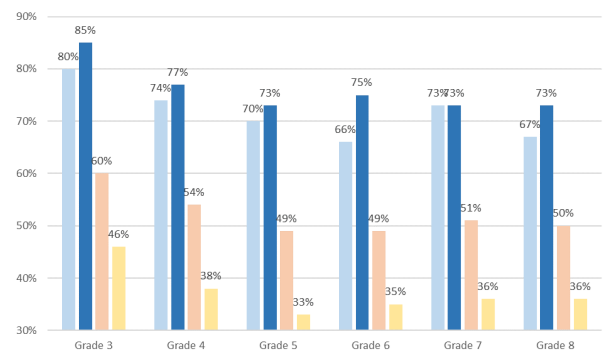
ABC Unified School District, Los Angeles County, CA



Three Title 1 ABCUSD schools have used Swun Math as their core program since 2012. The percentage of these schools meeting/exceeding math standards on the CAASPP in 2015 and 2016 far outpaced the district's overall elementary results.

■ Swun Schools '14-'15 ■ Swun Schools '15-'16 ■ ABCUSD '14-'15 ■ ABCUSD '15-'16

Burlingame School District, San Mateo County, CA



In 2015-2016, their second year of partnership with Swun Math as their core program, the percentage of students in Burlingame School District meeting/exceeding math standards is far greater than ELs in all of San Mateo County and the State.

■ BSD '14-'15 ■ BSD '15-'16 ■ San Mateo County '15-'16 ■ State of CA '15-'16



Contact Us

Phone: (714) 600-1130

Email: info@swunmath.com



SwunMath.com





10073 Valley View #116 Cypress, CA 90630 • (714) 600-1130

Goal: to increase student achievement in mathematics through the development and implementation of a daily 90-minute math model for **grades TK-5** students in PGUSD. Key features of this program include a pacing guide utilizing Swun math CCS Lessons, common pre- and post-trimester exams, teaching strategies (Phase I lesson design/ Phase II ***Inquiry based Instruction***, group work techniques, academic language development, writing skills, etc.), monthly coaching support/site visits by contractor for both teachers and principals.

- Math pacing guides that promote and support instruction of the essential CCS Standards as well as grade level and vertical alignment
- Lessons/Curriculum support for grades TK-5 Common Core Standards
- Web based CCS curriculum support for classroom and at home
- Standards-aligned benchmark assessments that spiral in key standards learned in earlier trimesters or quarters
- Math fluency assessments for Common Core Math Standards that require automaticity
- Formative unit assessments that enable teachers to adjust their instruction to meet student needs
- *Beyond the Basic Facts* intervention materials for grades K-5
- Content and instructional strategies-based professional development four times a year: teachers and administrators attend the same sessions to build common language, consistent expectations, and mutual support
- Monthly coaching and site support for teachers and site administrators (demonstration lessons, co-plan/co-teach, observations and debrief, teacher collaboration, development of quizzes, data cycles)
- Ongoing coaching and site support for site administrators as well as professional development on instructional leadership
- Coordination of services through quarterly meetings with site and district administrators
- 2 Parent workshops
- Swun Math will provide all Professional Development materials for teachers *only*. (all additional materials including consumables are the responsibility of the school/districts)
- All teachers manuals, homework journals and student journals will be included.

The following services are included in Contract:

K -5 Math Pacing Guide Development

Grades K- 5 Pacing Guides aligned with district Calendar
(One pacing guide per site teacher)

Assessments

Grades K - 5 Benchmark Assessments and Performance Tasks

Includes 7 benchmark assessments/grade: pre-/post-trimester exams
(One master set per site teacher; site responsible for making class sets)

Formative/Unit Assessments, Constructed Response Short and Extended

Includes 10-14 formative/unit assessments per grade level
(One master set per site teacher; site responsible for making class sets)

Math Fluency Timed Assessments to be used to support learning targets for each grade level (4 versions of addition, subtraction, multiplication, division, integers, fractions, percents, proportions)
(one master set per site teacher; site responsible for making class sets)

SWJN MATH PD & SITE SUPPORT SERVICES

Professional Development for Teachers & Administrators (2-3 Consultants)

Total of 9 days of Professional Development. **Site provides substitutes/release time.**

Frontloading Trimester 1 – 2 days per grade (New Teachers or Refresh)

Trimester 2 – will coordinate with site

Trimester 3 – will coordinate with site

Coaching & Support (1-2 Swun Math consultants)

Full-Day Site Support Visits for Elementary Grades

2 schools with ½ day per site support visit/month x 9 months = 9 days of elementary school support TK-5

Professional Development/Monthly coaching – 1 School x 45,000 = \$45,000

Consumables (homework & student journals) – 2 schools \$42,000/year

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Adoption of Elementary TK-5 Swun Math Program

DATE: May 23, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and adopt Swun Math Program for elementary grades TK-5th.

BACKGROUND:

During the 2017-2018 school a math adoption committee was convened. It became evident the current program My Math adopted in 2014-2015 was not rigorous enough to ensure elementary students would be prepared to meet the demands of the California State Standards for Mathematics. The math adoption team conducted research on available curriculum in order to determine which ones to formally pilot. The pilot team consisted of one teacher pre grade level per site along with Ani Silva and Kate Gallaway. Their research consisted of utilizing review sites such as Edreports and contacting similar school districts who were using the programs in question. Four programs rose to the forefront: Swun Math, Ready Math, Bridges and Eureka Math. At that point representatives from all four programs presented an overview to the team. In addition, the team continued to speak with other districts and visited King City Unified who are using Swun Math with success. During that visit, team members were able to see multiple classes across grade levels as well as speak with the site principal and Director of Curriculum and Instruction. They shared that they had previously used Eureka Math and while they liked it, ultimately did not choose it due to it being extremely overwhelming and difficult for the teachers to use. This was also the experience of some team members who had used it previously. A primary concern of Bridges was the lack of rigor. The team met multiple times throughout the school year and decided to pilot Ready Math from Curriculum & Associates along with the online component, IReady, and Swun Math during the 2018-2019 school year. At that point the team left it open to pilot Eureka Math if they felt that there was a need after piloting the other two.

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INFORMATION:

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FISCAL IMPACT:

\$87,768. General Fund: Textbook Adoption Budget



www.pgusd.org

Action/Discussion Item A

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

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PUBLIC HEARING NOTICE

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PUBLIC DISCLOSURE OF TK-5TH GRADE MATH TEXTBOOK ADOPTION

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Posted: May 6, 2019



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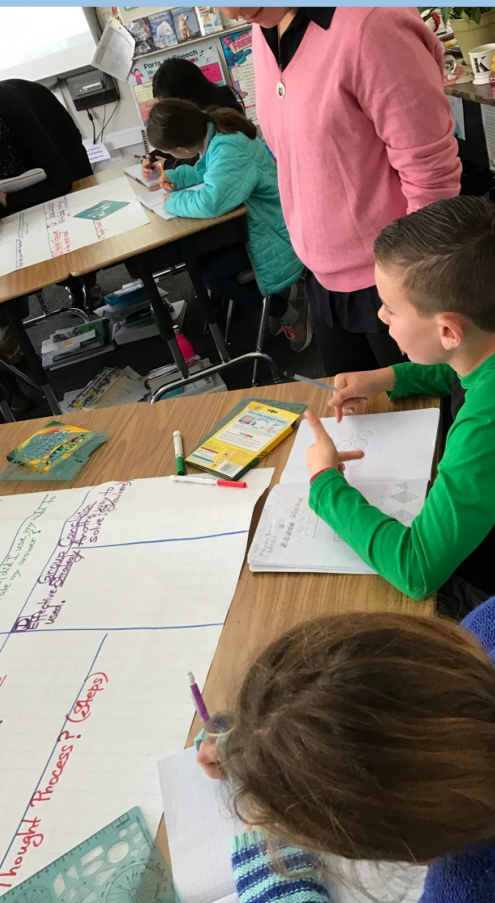
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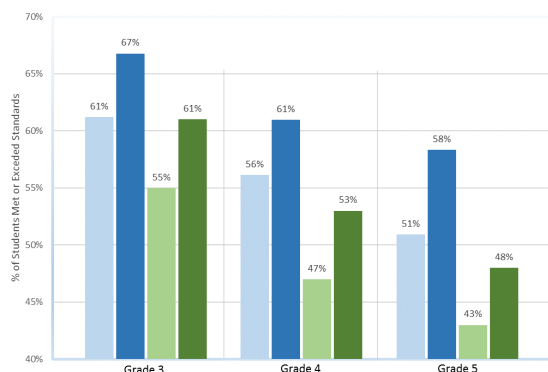
Our commitment to you

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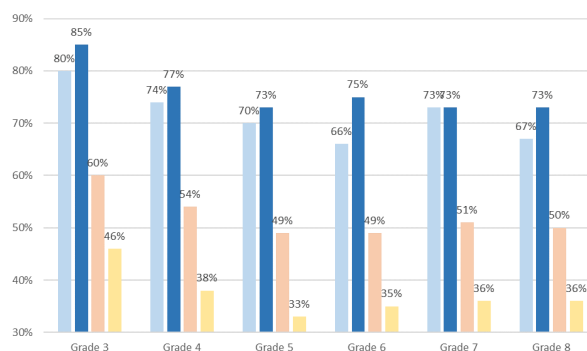
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■ Swun Schools '14-'15 ■ Swun Schools '15-'16 ■ ABCUSD '14-'15 ■ ABCUSD '15-'16

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■ BSD '14-'15 ■ BSD '15-'16 ■ San Mateo County '15-'16 ■ State of CA '15-'16



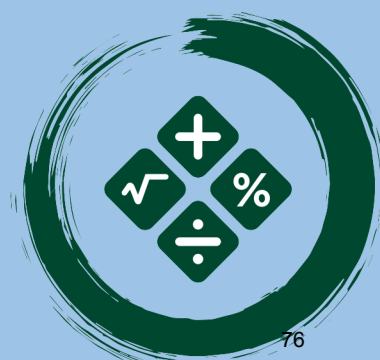
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SwunMath.com





10073 Valley View #116 Cypress, CA 90630 • (714) 600-1130

Goal: to increase student achievement in mathematics through the development and implementation of a daily 90-minute math model for **grades TK-5** students in PGUSD. Key features of this program include a pacing guide utilizing Swun math CCS Lessons, common pre- and post-trimester exams, teaching strategies (Phase I lesson design/ Phase II ***Inquiry based Instruction***, group work techniques, academic language development, writing skills, etc.), monthly coaching support/site visits by contractor for both teachers and principals.

- Math pacing guides that promote and support instruction of the essential CCS Standards as well as grade level and vertical alignment
- Lessons/Curriculum support for grades TK-5 Common Core Standards
- Web based CCS curriculum support for classroom and at home
- Standards-aligned benchmark assessments that spiral in key standards learned in earlier trimesters or quarters
- Math fluency assessments for Common Core Math Standards that require automaticity
- Formative unit assessments that enable teachers to adjust their instruction to meet student needs
- *Beyond the Basic Facts* intervention materials for grades K-5
- Content and instructional strategies-based professional development four times a year: teachers and administrators attend the same sessions to build common language, consistent expectations, and mutual support
- Monthly coaching and site support for teachers and site administrators (demonstration lessons, co-plan/co-teach, observations and debrief, teacher collaboration, development of quizzes, data cycles)
- Ongoing coaching and site support for site administrators as well as professional development on instructional leadership
- Coordination of services through quarterly meetings with site and district administrators
- 2 Parent workshops
- Swun Math will provide all Professional Development materials for teachers *only*. (all additional materials including consumables are the responsibility of the school/districts)
- All teachers manuals, homework journals and student journals will be included.

The following services are included in Contract:

K -5 Math Pacing Guide Development

Grades K- 5 Pacing Guides aligned with district Calendar
(One pacing guide per site teacher)

Assessments

Grades K - 5 Benchmark Assessments and Performance Tasks

Includes 7 benchmark assessments/grade: pre-/post-trimester exams
(One master set per site teacher; site responsible for making class sets)

Formative/Unit Assessments, Constructed Response Short and Extended

Includes 10-14 formative/unit assessments per grade level
(One master set per site teacher; site responsible for making class sets)

Math Fluency Timed Assessments to be used to support learning targets for each grade level (4 versions of addition, subtraction, multiplication, division, integers, fractions, percents, proportions)
(one master set per site teacher; site responsible for making class sets)

SWJN MATH PD & SITE SUPPORT SERVICES

Professional Development for Teachers & Administrators (2-3 Consultants)

Total of 9 days of Professional Development. **Site provides substitutes/release time.**

Frontloading Trimester 1 – 2 days per grade (New Teachers or Refresh)

Trimester 2 – will coordinate with site

Trimester 3 – will coordinate with site

Coaching & Support (1-2 Swun Math consultants)

Full-Day Site Support Visits for Elementary Grades

2 schools with ½ day per site support visit/month x 9 months = 9 days of elementary school support TK-5

Professional Development/Monthly coaching – 1 School x 45,000 = \$45,000

Consumables (homework & student journals) – 2 schools \$42,000/year

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

SUBJECT: Measure A Technology Bond Citizens' Oversight Committee Report

DATE: May 23, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the Measure A Technology Bond Citizens' Oversight Committee (COC) Report for 2017-2018.

BACKGROUND:

The last report presented by the Citizens' Oversight Committee was for the 2014-15 fiscal year. Because Measure A was processed as a 55% vote election and passed as such, the District must comply with the provisions of Education Code 15278 required by Proposition 39.

An independent Citizens' Oversight Committee will be established to review and audit all expenditures. The COC will meet annually to review expenditures.

Internally, the District has a Tech Committee and the committee members meet regularly and recommend purchases. For 2017-18, these purchases as in the past, have been board approved and the technology was adopted into the district and the school sites.

INFORMATION:

The Pacific Grove USD Citizens' Oversight Committee met on April 30, 2019, to review the 2017-18 Measure A Technology Bond expenditures.

The committee will present their report.

FISCAL IMPACT:

None.



Pacific Grove Unified School District
Measure A Technology Bond Citizens Oversight Committee
ANNUAL REPORT TO THE COMMUNITY 2017-2018

**MEASURE A OVERSIGHT
COMMITTEE**

Lindsay Munoz (Chairman)
Josey Schenkoske (Secretary)
Perrine Adams
LaVerne Baker-Leyva
Ragni Coleman
Henry Nigos
Webster Slate

**PACIFIC GROVE
UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES**

John Paff – President
Brian Swanson – Clerk
Debbie Crandell – Trustee
Cristy Dawson – Trustee
Jon Walton – Trustee

Letter from the Chair

As Chair of the Measure A Technology Bond Citizens Oversight Committee, I am pleased to issue this Annual Report to the Community.

It is the task of the Oversight Committee to review bond expenditures and report to the community on the progress made to fulfill the terms of the bond. This report includes the financial and performance audit for the 2017-2018 fiscal year. It also provides information on the status of the authorized bond project. The Committee further reports that the residual balance of Measure D funds amounting to \$7,088 will be expended during the 2018-2019 fiscal year. The Committee also anticipates the remaining balance of Measure A, Series B funds to be expended at a rate of \$600,000 for each 2018-2019 and 2019-2020 fiscal years and \$300,000 for 2020-2021 fiscal year.

I invite you to stay informed on the progress of Measure A by visiting the District website at www.pgusd.org and clicking on Business Documents for information for both Measures. Tech Team meetings are held monthly to discuss technology needs of the district and to plan the use of Measure A funds. For more information, go to edtech.pgusd.org or contact Matthew Binder, Director of Educational Technology, at (831) 646-6618. You are also invited to attend the meetings of the Citizens Oversight Committee. Agendas and meeting minutes are posted on the website. For more information, call (831) 646-6509.

Thank you for your investment in the renovation and upgrades to the schools and support facilities of the Pacific Grove Unified School District.

Lindsay Munoz
Citizens Oversight Committee Chair

**INDEPENDENT PERFORMANCE AUDIT FOR
FISCAL YEAR 2017-2018**

The Committee received and reviewed the District's Independent Performance Audit on April 30, 2019. The report was prepared by Vavrinek, Trine, Day and Co., LLP in accordance with the requirement of Proposition 39. The Auditor's opinion was that: "...the financial statements ...present fairly, in all material respects, the financial position of the Building Funds (Measure D and A) of the Pacific Grove Unified School District at June 30, 2018 and the respective changes in the financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America."

For detailed information on the Measure D (Facilities Bond) and Measure A (Education Technology Bond) expenditures, please visit the PGUSD website at www.pgusd.org

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Resolution No. 1029 For Workers Compensation Coverage For District Volunteers

DATE: May 23, 2019

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

RECOMMENDATION:

The District Administration recommends the Board review and approve Resolution No. 1029 for workers' compensation coverage of District volunteers.

BACKGROUND:

Pacific Grove USD is a member of the Monterey Education Risk Management Association (MERMA) for its workers' compensation coverage and claims administration services. MERMA has been considering the merits of providing workers' compensation coverage for district volunteers. During the course of discussion, MERMA board members identified several legal and factual issues that require analyses. As a result, MERMA Board commissioned an analysis by Gregory J. Rolen ("Mr. Rolen") of Haight Brown & Bonesteel, LLP in San Francisco, to analyze the legal, risk management, and policy issues to determine the benefits and burdens of MERMA providing such coverage for district volunteers.

INFORMATION:

As a result of the analysis by Mr. Rolen, MERMA Board elected to provide workers' compensation for district volunteers. There were many factors that led MERMA Board to this conclusion, including, but not limited to: 1) risk of liability to volunteers; 2) the benefit of workers' compensation insurance in limiting District liability; 3) the utility of workers' compensation coverage in helping manage District civil exposure; and 4) potential positive operational and public policy advantages to providing workers' compensation coverage.

FISCAL IMPACT:

There is no additional premium cost to add volunteers to the District MERMA workers' compensation coverage.

Resolution to Provide Coverage for Volunteers

Resolution No. 1029

A Resolution of the Governing Board of **Pacific Grove Unified School District**,
Providing Workers' Compensation Coverage for Certain District Volunteers

WHEREAS, the **Pacific Grove Unified School District** utilizes the service of volunteers; and

WHEREAS, parents, students and other members of the community of expressed interest in voluntarily contributing their time and talents to furthering the cause of education in the **Pacific Grove Unified School District**;

WHEREAS, the Governing Board wishes to formally recognize and encourage volunteer service; and

WHEREAS, the Governing Board recognizes that the risk for work-related injury or illness is substantially the same for volunteer workers as prepaid employees of the **Pacific Grove Unified School District**; and

WHEREAS, persons who perform authorized volunteer services for the **Pacific Grove Unified School District** are not currently covered by the District's workers' compensation policy since they did not fall within the definition of "employee" as defined by California Labor Code section 3351.5 which governs the eligibility for workers' compensation insurance coverage, and are in fact specifically excluded from such designation by California Labor Code §3352, subdivision (i); and

WHEREAS, section 3363.5 of the California Labor Code provides that a person who performs voluntary service for a public agency as designated and authorized by the Governing body of the agency or its designee, shall, upon adoption of a resolution by the Governing Body of the Agency so declaring, be deemed an employee of the agency for the purpose of Division 4 of said Labor Code while performing such services; and

WHEREAS, the Governing Board of **Pacific Grove Unified School District** desires to provide workers' compensation coverage for certain volunteers pursuant to the provision of Section 3363.5 of the Labor Code; and

WHEREAS, the Governing Board determines its best interests will be served by utilizing volunteers in the provision of certain District services; and

WHEREAS, said volunteers should be eligible for workers' compensation coverage while on duty;

NOW, THEREFORE, BE IT RESOLVED, the Governing Board of **Pacific Grove Unified School District** hereby finds and determines:

1. That the public interest is best served by providing workers' compensation coverage to 1,480 (**estimated number of volunteers**) participants.
2. That the volunteers described above shall be deemed to be employees for the purposes of Division 4 of the California Labor Code while the person(s) actually perform(s) volunteer services, provided that the rights of volunteers shall be limited to those benefits set forth in the Labor Code.

PASSED AND ADOPTED by the Governing Board of **Pacific Grove Unified School District** this 23rd day of May, 2019, by the following vote:

YES: _____

NO: _____

ABSENT: _____

ABSTAIN: _____

SIGNED:

ATTEST:

Board President

Secretary to the Board

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: California School Board Association Board Self Evaluation Process

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve the California School Board Association Board Self-Evaluation survey.

BACKGROUND:

One of the primary ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance. A governance team self-assessment provides the opportunity to step back and reflect on how well it is meeting its responsibilities. The Board of Education requested Board Self Evaluation at the March 8, 2018 Board meeting. The Board reviewed options from California School Board Association at the March 7, 2019 Board meeting.

INFORMATION:

The California School Board Association (CSBA) offers a Board Self-Evaluation Survey. The Board Self-Evaluation will provide the Board and Superintendent with valuable perception data, revealing the range of perceptions among board members regarding the performance of the board and the governance team. Individuals will rank the performance of the Board on important characteristics. The evaluation is divided into two parts. Part one consists of questions regarding the conditions of effective governance. Part two contains questions that address the board's five major responsibilities.

FISCAL IMPACT:

Board Self-Evaluation Survey- \$200 paid for by the Board account



School District Governance Team Board Self-Evaluation Survey

Overview

One of the primary ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance. A governance team self-assessment provides the opportunity to step back and reflect on how well it is meeting its responsibilities. This governance team self-assessment will provide the board and superintendent with valuable perception data, revealing the range of perceptions among board members regarding the performance of the board and the governance team.

Individuals will rank the performance of the board and governance team on important characteristics. CSBA determined these characteristics through collaborative efforts with board members from around the state—who defined the *CSBA Professional Governance Standards* for boards; and through our experiences providing board development to school boards across California for more than 30 years.

Content

The evaluation is divided into two parts. Part one consists of questions regarding the conditions of effective governance. Part two contains questions that address the board's five major responsibilities. For each statement, Individuals should select the descriptor that most accurately describes the extent to which the board demonstrates the quality or characteristic.



FactSheet

November 2017

Board Self-Evaluation: Results and Recommendations from an Analysis of CSBA's Board Survey Tool

by Michael S. Hill and Mary Briggs

Introduction

School boards support improved student outcomes by creating and sustaining the conditions that support effective and equitable teaching and learning.¹ Governance teams bring together community members with a broad range of backgrounds, educational experience, and goals. Board training can improve the likelihood that boards will be able to coordinate their efforts on behalf of students.

Board self-evaluation is one powerful way to support effective governance. Since 2011, CSBA's Governance Consulting Services Department has offered boards a tool and access to consultants to help them evaluate their local practices. The tool includes a survey designed to be completed by each member of a participating board. Once the survey responses are collected, CSBA generates a report that serves as the foundation for a facilitated conversation on how to build on strengths and address areas for improvement.

Overview: The CSBA Board Survey Tool

The CSBA Board Survey Tool aligns with the Association's Professional Governance Standards, research, and good governance practice, and is divided into two areas: (1) Conditions of Effective Governance and (2) Board Responsibilities. Questions are divided into subcategories within each section. Participants rank their district or county board performance on a four-point scale: Almost Always (4), Often (3), Less Often (2), Rarely (1), or Not Sure (not weighted).

CSBA's Governance Consulting Services Department provides two options for conducting the self-evaluation. Following completion of the electronic survey, participating districts either review the results on their own, using written guidance provided by CSBA, or with in-person facilitation by a CSBA consultant.

In this fact sheet, you'll find:

- » A description of CSBA's Board Self-Evaluation Tool
- » Key findings from prior participants in the Board Self-Evaluation process
- » Planned modifications to the survey

Recent Analysis of the Survey Tool

CSBA Member Services recently evaluated the survey tool to ensure it provides meaningful, accurate information to participating boards. Michael S. Hill, a consultant from the University of California, Davis, analyzed the existing data to ensure that the survey reliably measures what it is intended to measure. The analysis revealed opportunities for improvements and offered insight into board member perspectives about governance within their districts or county offices of education.

Our sample included 478 surveys completed by 351 board members. Because some districts conduct regular self-evaluation, approximately one-fifth of the districts completed the survey more than once. When districts took the survey more than once, only the results from the first administration were included in the analysis to avoid skewing the data.

Excerpted Findings

Data from boards that have taken the survey in the past offer insights into what participants perceive to be their governance team's strengths and areas for growth. The results

could inform future professional learning opportunities that CSBA offers our members. Importantly, each district voluntarily opted to participate in the self-evaluation, so the findings might not be broadly representative of all CSBA members. Despite that caveat, the perceptions of 70 different boards point to common themes that can inform the professional development that CSBA offers and can prompt rich dialogue within local governance teams.

In general, average responses suggest members have confidence in board operations and support for the district priorities and superintendent. Yet they also noted room for improvement in the areas of community leadership and regular review of board performance and actions.

Board Strengths

- » Board members generally reported their superintendents were met with respect (78%) and their board demonstrated support for the superintendent in carrying out board directives (75%).
- » On most boards, participants reported that the role of the board president was clear (80%).
- » Most participants reported their board meeting agendas reflected district priorities (77%).
- » Respondents rated their board's fiscal planning responsibilities highly (75% for budget adoptions aligned with district goals and 79% for monitoring).
- » Items related to board support of district goals were also rated highly:
 - › 78% of participants reported their boards as a whole were focused on achievement for all students *always* or *often*.
 - › 76% also reported their boards *always* or *often* demonstrated commitment to district priorities and goals.

Areas for Growth

- » Half of the participants reported that individual members attempt to influence superintendents *often* or *always*.
- » Nearly half of participants reported that the effective orientation of new members and the review of governance procedures are conducted *less often* or *rarely*.

- » Board members reported that they do not frequently engage in self-evaluation; nearly 60% of board members indicated board self-evaluation is done *less often* or *rarely*.
- » Board members indicated that their governance teams could strengthen their community leadership:
 - › 51% reported their boards *always* or *often* advocate on behalf of students and public education at the local state and federal level.
 - › 55% reported they *always* or *often* inform the community about district priorities, progress, needs, and opportunities for involvement.

Upcoming Changes to the Survey

While the statistical analysis indicated that the existing Board Self-Evaluation Tool is a valid and meaningful survey, the consultant's report recommended several small modifications that CSBA could make to improve the survey, primarily through reorganization and shortening of the sections. These adjustments will maintain the overall validity of the tool while reducing the time it will take for participants to complete the survey.

Conclusion

Self-evaluation allows boards to pause and reflect on how well they are meeting their responsibilities, as well as potential changes to positively impact governance on behalf of students. CSBA's analysis of existing board self-evaluation results shows how these boards learned about their strengths as well as areas for improvement. Districts that are interested in conducting a board self-evaluation can reach out to CSBA's [Governance Consulting Services](#).

Endnotes

- 1 Briggs, M., Buenrostro, M., & Maxwell-Jolly, J. (2017). *The school board role in creating the conditions for student achievement: A review of the research*. Sacramento, CA: California School Boards Association.

Michael S. Hill is a Ph.D. candidate at the UC Davis School of Education. His work focuses on quantitative analysis and educational program evaluation.

Mary Briggs is an Education Policy Analyst for the California School Boards Association.

Board Self-Evaluation Result

SAMPLE



1. Conditions of Effective Governance		Number of members responded				
		Almost Always	Often	Less Often	Rarely	Not Sure
Board unity						
1. The board is focused on achievement for all students.		2	1	1	1	0
2. The board is committed to a common vision.		3	2	0	0	0
3. The board stays focused on district priorities.		4	1	0	0	0
4. The board works well together.		1	1	3	0	0
5. The board commits the time to become informed.		2	3	0	0	0
6. Individual board members do not undermine board decisions.		1	1	2	1	0
Roles and responsibilities						
7. Board members agree on the role and responsibilities of the board and the superintendent.		3	1	1	0	0
8. Board members follow board agreements regarding speaking for the board.		4	1	0	0	0
9. Board members keep confidential matters confidential.		5	0	0	0	0
10. The board gives direction to the superintendent only at board meetings.		1	2	1	0	1
11. Individual board members do not attempt to direct the superintendent.		0	0	0	2	3
Board culture						
12. The board treats the superintendent with respect.		3	1	0	0	1
13. The board manages internal conflicts in a productive manner.		4	1	0	0	0
A strength for most members A strength for simple majority Area of growth for simple majority Area of growth for most members						

Other topic discussed:

1. Conditions of Effective Governance

Board operations

Board meetings

Board development

2. Board Responsibilities

Setting directions

Structure

Support

Accountability

Community leadership

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Update to Board Policy 1321 Solicitation of Funds From and By Students

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and approve the revisions to Board Policy 1321 Solicitation of Funds From and By Students.

INFORMATION:

The updates to Board Policy 1321 Solicitation of Funds From and By Students were recommended by legal counsel in order to protect the district from fiscal/legal liabilities and remain in compliance with Education Code. The policy was revised to:

- Only permit fundraising on campus that directly benefits the school
- Prohibit online fundraising for all groups without prior approval by the Superintendent or Designee
- Only permit student organizations to online fundraise under certain conditions

FISCAL IMPACT:

There is no direct fiscal cost to this item.

Pacific Grove Unified School District

Community Relations

Policy #1321

SOLICITATION OF FUNDS FROM AND BY STUDENTS**Solicitations Of Funds From and By Students**

The Governing Board recognizes that participation in fundraising for the schools and nonprofit, nonpartisan charitable organizations can help develop a sense of social responsibility in students, enhance the relationship between the school and community, and contribute to the improvement of the school program.

Whether solicitations are made on behalf of the school or on behalf of another charitable organization, the Board particularly desires that no students shall be made to feel uncomfortable or pressured to provide funds. Staff is expected to emphasize the fact that donations are always voluntary. Students shall not be barred from an event or activity because they did not participate in fund-raising. Potential donors, including parents/guardians and members of the community, should not be unduly pressured to contribute to the school system or charitable organizations.

Solicitations On Behalf Of The School

With the written approval of the Superintendent or designee, official school-related organizations may organize fund-raising events involving students.

The Superintendent or designee shall ensure that parents/ guardians are informed of the purpose of all fund-raisers benefiting the school or school groups. After the fund-raiser is held, parents/guardians shall be told how much money was raised and how it was spent.

[With prior written approval of the Superintendent or designee, a school-connected organization may solicit funds if such funds directly benefit the students and/or staff of the school or District.](#)

[A school-connected organization may consult with the principal to determine school needs and priorities.](#)

[Eligible school-connected organizations must first register with the Attorney General's Registry of Charitable Organizations and file financial disclosure reports prior to conducting a raffle pursuant to Penal Code section 320.5.](#)

Solicitations On Behalf Of Charities

When approved in advance by the Superintendent or designee, nonprofit, nonpartisan organizations that are properly chartered or licensed by state or federal law may solicit students on school grounds during school hours and within one hour before school has opened and one hour after school has closed. (Education Code 51520) [While the Education Code section](#)

Pacific Grove Unified School District

Community Relations

Policy #1321

SOLICITATION OF FUNDS FROM AND BY STUDENTS

51520 permits such practice, it is the District's practice to only permit solicitations that directly benefit students and/or staff of the school or District.

Online Fundraising on Behalf of the School

Fundraising for or on behalf of the school or District via the Internet (e.g., websites, including but not limited to, GoFundMe, Kickstarter, Patreon, YouCaring, CrowdRise, FuelMySchool, etc.), social media (including, but not limited to, Facebook, YouTube, Instagram, etc.) or any other electronic or digital media, is prohibited without prior approval from the Superintendent or designee.

For student groups ~~requesting~~ seeking approval to ~~online-fundraise online~~, the Superintendent or designee may implement protocols governing online fundraising, including, but not limited to, the following:

- A statement of purpose of the fundraiser(s);
- Staff member(s) responsible for establishing the online ~~account~~ fundraising;
- Staff member(s) responsible for withdrawing the funds;
- Administrator(s) responsible for ensuring that any withdrawn funds are utilized solely for the fundraising activity;
- Length of time fundraiser (including website) may be active;
- Other fundraising activities that will occur for the same event;
- Status of the funds if the activity does not take place (e.g., money raised for a club's trip that is later canceled);
- Editorial review of how the content of the online fundraising is set up (e.g., proper wording that donation is optional);
- Disclosure of any fees charged by the website (e.g., a notice to donors of fees);
- Methods for advertising the fundraiser (e.g., email, Twitter, Facebook, etc.), including whether the fundraiser may be advertised from or on any District or District school website;
- Disclaimer that the District is not responsible for any non-District services used for the fundraiser (e.g., if a fundraiser uses a GoFundMe webpage, the District is not responsible for a data or security breach of the GoFundMe webpage); and
- Proper prior approval of fundraising activity and notice on the fundraising website, or other platform, (e.g. GoFundMe website), that the fundraiser and its webpage are District-approved.

Legal Reference:

EDUCATION CODE

51520 Prohibited solicitations on school premises (except such non partisan, charitable organizations as approved by the governing board)

Pacific Grove Unified School District

Community Relations

Policy #1321

SOLICITATION OF FUNDS FROM AND BY STUDENTS

51521 Unlawful solicitation of contribution or purchase of personal property for benefit of public school or student body; exception

BUSINESS AND PROFESSIONS CODE

17510-17510.7 Charitable solicitations

CODE OF REGULATIONS, TITLE 8

11706 Dangerous activities and occupations

REVENUE AND TAX CODE

6321 - Sales tax exemption for certain sales

Pacific Grove Unified School District**Community Relations****Policy #1321**

SOLICITATION OF FUNDS FROM AND BY STUDENTS**Solicitations Of Funds From and By Students**

The Governing Board recognizes that participation in fundraising for the schools and nonprofit, nonpartisan charitable organizations can help develop a sense of social responsibility in students, enhance the relationship between the school and community, and contribute to the improvement of the school program.

Whether solicitations are made on behalf of the school or on behalf of another charitable organization, the Board particularly desires that no students shall be made to feel uncomfortable or pressured to provide funds. Staff is expected to emphasize the fact that donations are always voluntary. Students shall not be barred from an event or activity because they did not participate in fund-raising. Potential donors, including parents/guardians and members of the community, should not be unduly pressured to contribute to the school system or charitable organizations.

Solicitations On Behalf Of The School

With the written approval of the Superintendent or designee, official school-related organizations may organize fund-raising events involving students.

The Superintendent or designee shall ensure that parents/ guardians are informed of the purpose of all fund-raisers benefiting the school or school groups. After the fund-raiser is held, parents/guardians shall be told how much money was raised and how it was spent.

With prior written approval of the Superintendent or designee, a school-connected organization may solicit funds if such funds directly benefit the students and/or staff of the school or District.

A school-connected organization may consult with the principal to determine school needs and priorities.

Eligible school-connected organizations must first register with the Attorney General's Registry of Charitable Organizations and file financial disclosure reports prior to conducting a raffle pursuant to Penal Code section 320.5.

Solicitations On Behalf Of Charities

When approved in advance by the Superintendent or designee, nonprofit, nonpartisan organizations that are properly chartered or licensed by state or federal law may solicit students on school grounds during school hours and within one hour before school has opened and one hour after school has closed. (Education Code 51520) While the Education Code section 51520 permits such practice, it is the District's practice to only permit solicitations that directly benefit students and/or staff of the school or District.

Pacific Grove Unified School District

Community Relations

Policy #1321

SOLICITATION OF FUNDS FROM AND BY STUDENTS

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For student groups seeking approval to fundraise online, the Superintendent or designee may implement protocols governing online fundraising, including, but not limited to, the following:

- A statement of purpose of the fundraiser(s);
- Staff member(s) responsible for establishing the online fundraising;
- Staff member(s) responsible for withdrawing the funds;
- Administrator(s) responsible for ensuring that any withdrawn funds are utilized solely for the fundraising activity;
- Length of time fundraiser (including website) may be active;
- Other fundraising activities that will occur for the same event;
- Status of the funds if the activity does not take place (e.g., money raised for a club's trip that is later canceled);
- Editorial review of how the content of the online fundraising is set up (e.g., proper wording that donation is optional);
- Disclosure of any fees charged by the website (e.g., a notice to donors of fees);
- Methods for advertising the fundraiser (e.g., email, Twitter, Facebook, etc.), including whether the fundraiser may be advertised from or on any District or District school website;
- Disclaimer that the District is not responsible for any non-District services used for the fundraiser (e.g., if a fundraiser uses a GoFundMe webpage, the District is not responsible for a data or security breach of the GoFundMe webpage); and
- Proper prior approval of fundraising activity and notice on the fundraising website, or other platform, (e.g. GoFundMe website), that the fundraiser and its webpage are District-approved.

Legal Reference:

EDUCATION CODE

51520 Prohibited solicitations on school premises (except such non partisan, charitable organizations as approved by the governing board)

51521 Unlawful solicitation of contribution or purchase of personal property for benefit of public school or student body; exception

BUSINESS AND PROFESSIONS CODE

17510-17510.7 Charitable solicitations

CODE OF REGULATIONS, TITLE 8

11706 Dangerous activities and occupations

REVENUE AND TAX CODE

6321 - Sales tax exemption for certain sales

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Update to Board Regulation 6145 Extracurricular and Co-curricular Activities

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Matthew J. Bell, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the revision of Board Regulation 6145 Extracurricular and Co-curricular Activities.

BACKGROUND:

In 2011, the Board of Education requested high school administration to create a waiver to the “No F” eligibility policy. At the time, it was felt that students who were doing well in other classes should have the opportunity to continue participation under certain circumstances. While no official tally was made, a rough estimate was that 75% of the waiver requests were denied due to applicants not being able to comply with all of the components of the rubric. Of those who were granted waivers, there was concern that there was no way to ensure perfect equity in the decision-making and so a request was made to change the regulation to reflect only the California Interscholastic Federation (CIF) eligibility standards.

INFORMATION:

There has been a recent spike in unusual requests for waivers that do not fit neatly into the current waiver language. Parents have become more involved creating considerable time investment for meetings and documentation and it has not been evident that the no-F requirement had a positive effect on eligibility. The proposed changes to BR §6145 reflects CIF standards of a 2.0 unweighted grade point average, passing 20 units of work, and the student making progress toward graduation. Many students who earn an F are still above the 2.0 requirement and only two other schools in the area have a no-F policy (Carmel and York). It should be noted that honors and AP courses do not get a grade “bump” in calculating the GPA. All students must take at least 5 classes (seniors are the only group that can take only 5 classes) and most students take 6 or more courses. Students not at class standing can gain a waiver through a written plan made with the counselor. This waiver has been in place for at least the last 11 years and must show that the student will graduate on time. This waiver has been in place so as to allow a student who does not complete required credits their freshmen year and not likely to ever gain class standing until the end of their compulsory education to participate as long as they will graduate.

There is no appeal to this policy.

FISCAL IMPACT:

There is no fiscal impact related to this decision.

Instruction

Regulation #6145

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

All students in grades 6 through 12 must meet the following standards for extra curricular and co-curricular eligibility.

Definitions

Extra-curricular: Activities not associated with the classroom and that they are offered beyond the regular school day, (e.g., team and individual sports, spirit squad, clubs, and the like).

Co-curricular: Activities that are an extension of the classroom and for which the student does not receive a grade, (e.g., Close Up, History Day).

SCHOLASTIC ELIGIBILITY FOR STUDENTS IN GRADES 6,7, 8

Following are the scholastic eligibility standards of the District for grades six, seven and eight. These standards are part of the middle school's continuing high expectations for its students.

	Activities	Requirements
Level I	Student Council Overnight Field Trips	A grade of C or better in every class; No N or U in conduct in any class
Level II	Interscholastic Sports	2.0 GPA; No F or U in any class; present in school on day of event for at least half of the student's instructional minutes.
Level III	School Dances and Other Extracurricular Activities	No N or U for conduct grade; present in school on day of event for at least half of the student's instructional minutes.

Students declared ineligible in Levels I, II, or III may correct the situation by acquiring the signature of each scheduled teacher on a Notice of Improvement Form. The teacher's signature would indicate a current conduct grade of S or better. This procedure allows the student to be eligible for only a single event and must be repeated for each event. Eligibility is determined after each quarter's grades are posted.

MINIMUM BEHAVIORAL ELIGIBILITY REQUIREMENTS FOR STUDENTS IN GRADES 6, 7, 8

Students who are suspended from, expelled from, or on suspended expulsion status (probation) at a District school are ineligible to attend or participate in any extracurricular or co-curricular activities of the type identified above at Level I, II, or III, regardless of their academic standing with the District, during the entire period of the student's suspension, expulsion, or suspended expulsion. In addition, a student eligibility may be removed by the site administrator as part of a disciplinary action.

SCHOLASTIC ELIGIBILITY REQUIREMENTS FOR STUDENTS IN GRADES 9, 10, 11, 12

Pacific Grove Unified School District

Instruction

Regulation #6145

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

A student must be currently enrolled in at least 25 semester credits of classwork. This may be reduced to 20 semester credits (CIF rule) **under special situations such as enrollment in a local college** if approved by site administrator for students who have accrued excess credits and are on course for graduation.

A student **(including incoming freshmen)** must:

1. Compile an **unweighted** GPA of 2.0 or above (on a scale of 4.0) for all courses attempted **at the conclusion of the previous grading period** (quarter or semester).
2. ~~Receive passing grades for all courses attempted during the previous regular grading period (quarter or semester).~~ **The student was passing in the equivalent of at least 20 semester credits of work at the completion of the most recent grading period.**
3. Make satisfactory progress towards graduation in accordance with the standards indicated below. Progress and GPA's will be determined by the grades earned at the end of each grading period (quarter or semester). **Students not at an appropriate credit level (freshmen 50, sophomores 110, and juniors 170 at the end of the year or appropriate prorated credit level at the semester break) may gain eligibility through a written plan developed with a counselor and approved by the principal.**
4. A student who fails to meet these requirements each grading period is scholastically ineligible to participate in extra-curricular or co-curricular activities. This ineligibility lasts until the completion of the following grading period (quarter or semester). **There are no appeals to this policy.**
5. All students shall become eligible or ineligible five school days following the end of each grading period (quarter or semester).
6. In order to practice or participate in a contest on any given day, a student must be present in classes for at least half of the student's instructional minutes of the day.

Waiver for the Requirement to Pass All Classes

~~Under certain unique circumstances, a waiver of the no F policy will be granted if the student submits a packet addressing the five following areas to the principal who will make the final decision:~~

- ~~1. The student has a high GPA (3.0 or higher) in core classes (English, Math, Science, History) excluding the F. Elective courses also have a high GPA.~~
- ~~2. There were circumstances largely beyond the student's control leading to the F.~~
- ~~3. The student has exhibited strong efforts to avoid the F. (Eg. Homework completion, project completion, class participation, meeting with teacher, tutoring, etc.)~~
- ~~4. The student has worked with the counselor to create a strong, realistic plan to improve the grade.~~
- ~~5. The student has a history of consistent eligibility.~~

Pacific Grove Unified School District

Instruction

Regulation #6145

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES**BEHAVIORAL ELIGIBILITY REQUIREMENTS FOR STUDENTS IN GRADES 9, 10, 11, 12**

Students who are suspended from, expelled from, or on suspended expulsion status (probation) at a District school are ineligible to attend or participate in any extra-curricular or co-curricular activities, regardless of their academic standing with the District, during the entire period of the student's suspension, expulsion, or suspended expulsion status. In addition, a student eligibility may be removed by the site administrator as part of a disciplinary action.

Transfer students who are suspended or expelled from another school, or are on suspended expulsion status (probation) at another school at the time of their transfer to a District school, are ineligible to participate in any extra-curricular or co-curricular activities regardless of their academic standing during the entire period the Transfer Student's suspension, expulsion, or suspended expulsion status.

TRANSFER STUDENTS

A transfer student who was scholastically eligible at the school of previous enrollment, but fails to meet PGHS eligibility requirements, shall be placed on probationary status until completion of one complete (quarter or semester) grading period and remain eligible to participate in interscholastic athletics during the probationary period. A transfer student who does not achieve said educational progress as defined in 1, 2, 3, and 4 above during the probationary period shall not be allowed to participate in interscholastic athletics the subsequent grading period.

SUMMER SCHOOL CREDITS

Credits earned in summer school may be counted in making up scholastic deficiencies incurred in the grading period (quarter or semester) immediately preceding.

A student who compiles a GPA below 2.0 may, if available, take approved courses in summer school and use the grades earned in computing the GPA for the grading period immediately preceding.

A student receiving a low or failing grade in a course may, if available, repeat that course in summer school and earn a higher grade.

NOTIFICATION

In Middle School and High School, students must be informed of the District's eligibility requirements. Notification shall, at a minimum, include:

1. annual publication of eligibility criteria in the Student Parent Handbook
2. printed notice on student report card informing them of eligibility and steps that can be taken
3. progress report notices which include the following "**bolded**" statement:

Students in all grades 6 – 8 must have a 2.0 GPA with no "F" grades to participate in extracurricular and cocurricular activities (sports, clubs, etc.). ~~Students transitioning between~~

Pacific Grove Unified School District

Instruction

Regulation #6145

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

~~grades 8 and 9 must meet this standard.~~ Make up work may be completed in summer school or through other means. This must occur prior to **the beginning of the new school year** for the student athlete to be eligible. Please check with your school counselor for enrollment information. **Students in all grades 9 – 12 must have a 2.0 unweighted GPA in order to participate in extracurricular and cocurricular activities (sports, clubs, etc.). Students transitioning between grades 8 and 9 must meet this standard. Make up work may be completed in summer school or through other means. This must occur prior to the beginning of the new school year for the student athlete to be eligible. Please check with your school counselor for enrollment information.**

CLASS STANDING REQUIREMENTS:

9 th grade	0 — 50 units
10 th grade	51 — 110 units
11 th grade	111 — 170 units
12 th grade	171 — 230 units

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

All students in grades 6 through 12 must meet the following standards for extra curricular and co-curricular eligibility.

DEFINITIONS

Extra-curricular: Activities not associated with the classroom and that they are offered beyond the regular school day, (e.g., team and individual sports, spirit squad, clubs, and the like).

Co-curricular: Activities that are an extension of the classroom and for which the student does not receive a grade, (e.g., Close Up, History Day).

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Following are the scholastic eligibility standards of the District for grades six, seven and eight. These standards are part of the middle school's continuing high expectations for its students.

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Pacific Grove Unified School District

Instruction

Regulation #6145

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES**SCHOLASTIC ELIGIBILITY REQUIREMENTS FOR STUDENTS IN GRADES 9, 10, 11, 12**

A student must be currently enrolled in at least 25 semester credits of classwork. This may be reduced to 20 semester credits (CIF rule) under special situations such as enrollment in a local college if approved by site administrator for students who have accrued excess credits and are on course for graduation.

A student (including incoming freshmen) must:

1. Compile an unweighted GPA of 2.0 or above (on a scale of 4.0) for all courses attempted at the conclusion of the previous grading period (quarter or semester).
2. The student was passing in the equivalent of at least 20 semester credits of work at the completion of the most recent grading period.
3. Make satisfactory progress towards graduation in accordance with the standards indicated below. Progress and GPA's will be determined by the grades earned at the end of each grading period (quarter or semester). Students not at an appropriate credit level (freshmen 50, sophomores 110, and juniors 170 at the end of the year or appropriate prorated credit level at the semester break) may gain eligibility through a written plan developed with a counselor and approved by the principal.
4. A student who fails to meet these requirements each grading period is scholastically ineligible to participate in extra-curricular or co-curricular activities. This ineligibility lasts until the completion of the following grading period (quarter or semester). There are no appeals to this policy.
5. All students shall become eligible or ineligible five school days following the end of each grading period (quarter or semester).
6. In order to practice or participate in a contest on any given day, a student must be present in classes for at least half of the student's instructional minutes of the day.

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EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

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1. annual publication of eligibility criteria in the Student Parent Handbook
2. printed notice on student report card informing them of eligibility and steps that can be taken
3. progress report notices which include the following "**bolded**" statement:

Students in all grades 6 – 8 must have a 2.0 GPA with no "F" grades to participate in extracurricular and cocurricular activities (sports, clubs, etc.). Make up work may be completed in summer school or through other means. This must occur prior to the beginning of the new school year for the student athlete to be eligible. Please check with your school counselor for enrollment information.

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CLASS STANDING REQUIREMENTS:

9 th grade	0 — 50 units
10 th grade	51 — 110 units
11 th grade	111 — 170 units
12 th grade	171 — 230 units

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

SUBJECT: Forest Grove Elementary School Site Handbook

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Buck Roggeman, Forest Grove Elementary School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the Forest Grove Elementary School site handbook for the 2019-20 school year.

BACKGROUND:

Handbooks are available on the PGUSD website, hard copies will be available at the Board meeting.

Changes will include:

- Policies regarding attendance, food service, behavior, and discipline aligned with Robert Down Elementary School
- Inclusion of the Toolbox Social-Emotional Learning program that will be implemented at Forest Grove beginning in Fall 2019
- Description of alternative discipline measures that may be used when students are in violation of school rules
- PGUSD discipline matrix are included
- Staff Lists included as an appendix, so it may be amended throughout the school year.

Forest Grove Elementary School Falcons



2019-20

Parent-Student Handbook

Principal's Message

Dear Forest Grove Families,

We are excited to welcome you to Forest Grove Elementary School, and on behalf of our entire staff, I thank you for entrusting us with the education of your child. Since 1959, our school has been delivering a top tier educational program in a loving atmosphere where caring professionals work daily to develop the whole child. While we place an emphasis on providing a rigorous academic program securely rooted in the California Content Standards, we are ever mindful that our first job is to teach students to love learning and develop character traits that lead to good citizenship. Simply put, we want our students to grow into good people who live happy lives.

Our teaching staff embodies a blend of seasoned professionals and youthful enthusiasm. This combination of rich experience and fresh ideas makes for a dynamic educational atmosphere for students and adults. Our first priority will be to establish a safe, positive, and engaging learning environment. When these three elements are present, students can focus on learning and will look forward to coming to school each day.

All of our aides, custodians, food service workers, and office staff share this same affinity for children. Many of our support personnel have been at our school for more than 10 years because they enjoy working with students and recognize that Forest Grove is a special place.

We will be implementing a new math curriculum – Swun Math. Some of our teachers piloted this program last year and endorsed its adoption because of its clarity and emphasis on supporting teachers in math instruction. Detailed information about Swun math will be made available throughout the year.

Our staff is also adopting a social emotional learning program called The Toolbox by Dovetail learning. The 12 tools for social interaction and resilience will be taught to all of our students and implemented across all educational settings. Our goal is to have a common language to help students learn to build positive relationships and handle conflict effectively when it arises.

We look forward to partnering with our parents in the education of your children. To that end, we encourage you to read this entire student-parent handbook, so you can familiarize yourself with our routines and rules. Our handbook is packed with valuable information and many answers to your questions are found in these pages.

We are all proud to be Falcons, and whether your child is returning to Forest Grove or a newcomer to our nest, we believe that your child will soon learn to soar.

Go Falcons!
Buck Roggeman, Principal
831-646-6560 ext. 200
broggeman@pgusd.org

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Core Value Statements

Regarding Students:

We believe that all students are best served when each feels that he/she is valued and appreciated as an important citizen of our school and community. Further, we know that all students enjoy success in learning and acknowledgement of their achievements. To that end, we will provide the time, methods and materials necessary to support our students as they strive toward their full potential.

Regarding Staff:

We believe that all staff members work best in a friendly, positive, and mutually supportive environment – one which fosters collaboration and professionalism. We agree to work toward consensus, differ respectfully, and treat one another as we ourselves wish to be treated.

Regarding Parents:

We believe that parents are our partners in educating their children. We strive to create an atmosphere where honest, open, two-way communication with parents takes place. This is an essential element in providing a successful learning experience for all students.

Regarding Community:


As educators, we believe that we should broaden our experiences toward providing for the thoughtful service to and stewardship of local and global communities. Further, we feel that we have an obligation to serve as role models for our students in this regard.

Written 2009

Reaffirmed 2019

Bell Schedule 2019 – 2020

TK & Kindergarten Regular Schedule	
8:45	School starts
8:45 – 10:40	Instruction
10:40 – 10:55	*Recess
10:35 – 12:10	Instruction
12:10 – 12:55	Lunch / recess
12:55 – 2:00	Instruction
2:00	Dismissal
* Kindergarten recess times will vary according to class needs.	



1st – 5th Grades Regular Schedule	
8:45	School starts
8:45 – 10:15 Grades 4 & 5	Instruction
8:45 – 10:30 Grades 1, 2 & 3	Instruction
10:15 – 10:25 Grades 4 & 5	Recess
10:30 – 10:40 Grades 1, 2 & 3	Recess
10:25 – 12:10 Grades 4 & 5	Instruction
10:40 – 12:10 Grades 1, 2 & 3	Instruction
12:10 – 12:55	Lunch / recess
12:55 – 1:55 ALL	Instruction
1:55 – 2:05 ALL	Recess
2:05 – 3:10 ALL	Instruction
3:10	School Dismissed

Thursday Schedule (1st – 5th students)	8:45 a.m.	School Starts
	2:00 p.m.	School Dismissed

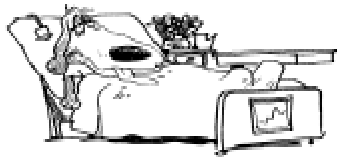
Minimum Day Schedule (all students)	8:45 a.m.	School Starts
	12:10 p.m.	School Dismissed

Forest Grove Elementary School Calendar 2018-2019

August	7 7 8 22 20-24	Tuesday Tuesday Wednesday Wednesday Wednesday- Friday	Class Lists posted - all grades –2:50 pm– Playground All Grades - “Meet and Greet” 3:00 – 4:00 pm First Day of School & Welcome Back Coffee (time TBD) Back to School Night – 6:00 – 7:00 pm Book Fair
September	3 15 26	Monday Saturday Wednesday	Labor Day Holiday (<i>no school</i>) Walk With PRIDE - Lover’s Point Trail, 10:00 am School Pictures
October	6 15-19	Saturday Monday – Friday	Butterfly Parade & Bazaar Fall Break (<i>no school</i>)
November	2 5-9 12 22-23	Friday Monday - Friday Monday Thurs, Friday	End of the 1 st trimester Parent – Teacher Conferences cont. (minimum days) Veterans Day Holiday (<i>no school</i>) Thanksgiving Holiday (<i>no school</i>)
December	11 12 21 24-31	Tuesday Wednesday Friday Friday-Monday	Winter Program TK–2nd ~ PGMS – 6 – 7 pm Winter Program 3 rd – 5 th ~ PGMS – 6-7 pm Minimum Day Winter Break (<i>no school</i>)
January	1-4 7 21 21-25 23	Tuesday-Friday Monday Monday Monday – Friday Wednesday	Winter Break cont. (<i>no school</i>) Teacher Prep Day (<i>no class for students</i>) Martin Luther King Holiday – (<i>no school</i>) Kindness Week 100 th Day Celebration
February	18-22 25	Monday-Friday Monday	Presidents’ Holidays & Break (<i>no school</i>) Staff Dev. Day (Non Student Day)
March	1 1 11-15 20 20	Friday Friday Monday – Friday Wednesday Wednesday	Celebrate Dr. Seuss’ Birthday (3/2) End of the 2 nd trimester Parent Teacher conferences (minimum days - TK & K all week/ 1 st – 5 th grades ~ Wed, Thurs & Fri only) Spring Photos Kindergarten Orientation Night 6:00 – 7:00 pm
April	3 5 8-12 TBD 24	Wednesday Friday Monday - Friday TBD Wednesday	5 th Grade Parent Orientation PGMS Auditorium 6 pm Minimum Day – School is released at 12:10 pm Spring Break (<i>no school</i>) Book SHARE Open House 5:30 – 7:00 pm
May	6-10 13-17 24 27 31	Monday - Friday Monday - Friday Friday Monday Friday	State Testing State Testing Falcon Fest & 5 th Grade Student Orientation, 9-11:00 Memorial Day (<i>no school</i>) Last Day of School (<i>minimum day</i>)

Attendance

Each time your child is absent please call the absence line (646-6559 ext. 222) **prior to 9:00 a.m.** explaining the absence. Regular and prompt attendance is a critical element for success in school. Chronic attendance problems may result in a meeting with the teacher and principal and possible referral to the District Attorney's office. Homework may be requested **on the second day of the student's absence** by leaving a message on the absence line by 9:00 a.m. and will be available for pick up in the school office between 3:15 and 4:00 p.m. **Please do not send a sick child to school as he or she may well be contagious. Please call the office if you need further guidance or assistance.**



Arrival and Pick-up Times

Children should not arrive at school before 8:30 AM as there is no staff supervision at that time.

All students should go home immediately following the dismissal bell. **Students not picked up within 15 minutes after the dismissal bell will be sent to daycare for supervision.**

Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for drop-in daycare services. Charges for drop-in daycare services are due and payable on the day of the occurrence.

Punctuality

It is vitally important that children arrive at school on time. It is a disruption to the entire class when a student arrives late. The student misses out on vital information as well as having a beneficial start to the day. Letters will be sent to parents if their child is tardy seven times or truant tardy three times (late after 9:15 A.M./30 minutes or more). Parents of students with truant tardies will be required to meet with the principal.

Student Attendance Policy

Pacific Grove Unified School District adheres to a strict attendance policy. Please see School Board policy 5113 for further information. "Parents/guardians of children aged six to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy." A 24-hour voice mail system is available for calls at 646-6559 ext. 222. All absences must be cleared by a telephone call or note from the parent/guardian within 48 hours of the absence. It is important to advise the office as well as your child's teacher.

Truancy Mediation

Robert Down Elementary participates in the Truancy Mediation Program through the Monterey County District Attorney's Office. After three unexcused/unverified absences, the school is mandated to report these absences to the Monterey County District Attorney's Truancy Mediation Program and parents will receive a letter warning about further attendance violations. A mandated parent meeting with the principal will result if unexcused absences/truant tardies continue, along with a letter from the District Attorney's Office warning families about possible fines if students do not begin to arrive on time or attend school. The entire Regulation #5113 regarding Absences and Excuses may be viewed online at pgusd.org under Board Policy.

Tardy Policy

Any students arriving late to class are considered tardy. Students arriving to school more than 30 minutes late or students leaving school early without presenting a valid written excuse from a doctor, dentist, or orthodontist are considered truant, and report as an unexcused absence. All students arriving late to campus must report to the office before going to class. Students leaving school must be signed out at the office by a parent or an adult listed on the student's emergency card.

Excused Absences

The State of California considers illness, medical appointment, and the funeral of an immediate family member to be excused absences. Fourteen excused absences due to illness are allowed per year. After the 14th excused absence, an illness will be considered excused only if documented by a physician. Absences beyond the 14th that are not excused by a physician's note will be considered unexcused absences.

Unexcused absences

Any absences not covered in the categories listed above are considered unexcused absences. This includes vacations, out of town trips, personal reasons, and any unverified absence.

Allowable Credit Due to Unexcused Absences/ Justifiable Absence Request (JAR)

Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for partial or full credit due to an unexcused absence. To ensure that your request is received, the parent/guardian should deliver their written request to the school office two weeks in advance of the absence. Email requests are not recommended as the email may be lost in spam and not received. The written request should be directed to the school principal, not the classroom teacher. Parents are strongly discouraged from scheduling non-medical appointments, business, or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school must contact the principal at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.

- a. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result. Justifiable Absence Request (JAR) forms should be filled out at least two weeks in advance and turned in to the attendance clerk.
- b. Teacher and Administrative pre-approved student absences for school-sponsored events may be eligible for full credit outside of the allowable days noted in (a) above.
- c. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- d. Make-up work and/or tests may not be provided for unexcused absences in excess of the established limits.
- e. To be considered for allowable credit due to an unexcused absence, please fill out the Justifiable Absence Request found online at www.robertdown.pgusd.org.

Attendance Codes

I	Excused for illness, injury, doctor and dental appointments (no doctor or dental notes on file)	F	Family absence was waived/excused by the administration. <u>Justifiable Absence form must be submitted two weeks in advance.</u> A visit to another school. A court appointment that is documented by the court system. Military family leave per BP5113
M	Excused for medical or dental reasons with a note from the doctor or dentist	A	Unverified—Waiting for parent verification
B	Bereavement of immediate family member	E	Excessive absence over the 14 day limit for illness without medical or dental notes on file
Q	Quarantine, usually for medical reasons	V	School sponsored activity or appointment
R	Religious holiday	H	Home hospital absences
S	Suspension	T	Tardy--Unexcused up to 30 minutes
L	Allowed by parent, but <u>unexcused by the state</u> , for family necessity or emergency, appointments other than medical or dental, or out of town travel, that was not approved by the administration ahead of time	X	Tardy—Excused Must be validated with written documentation
		C	Truancy, or intentional absence by the student over 30 minutes, during any part of the school day, that is not excused

Visitors

For the safety and best interests of all concerned, visitors, including volunteers and parents, must enter through the front of the school and check in with the office before going to classrooms, performances, or the playground. Please make sure you sign in and wear a visitor badge while on campus, and be sure to sign out when you leave.

Medications at School

Children may not bring medications of any kind to school unless there is a completed physician authorization form on file at school. If your child needs to have medication regularly administered during school hours, please pick up a form at the office. This includes “over the counter” medications. Please do not send your child to school with aspirin, cough drops, allergy medicine, etc. If you have questions, please call our site Health Clerk at 831-646-6558 or District Nurse Katrina Powley (831) 646-6514.

Oral Health Assessment

To make sure your child is ready for school, California Education Code **now requires** that your kindergarten or first grade child has an oral health assessment (dental check-up) by May 31, in either of those grades (whichever is his/her first year of school). Assessments that have happened within the 12 months before your child enters school also meet this requirement. The assessment must be done by a licensed dentist or registered health professional. A waiver is also available. If you did not complete the verification of this oral health assessment when you completed your child’s registration packet, please contact our health clerk at 646-6568 and she can provide you with any information you may need to complete the process.

Emergency Messages

All contacts with the classroom during the school day should go through the office. **Messages for children should be for emergency only.** Keep in mind each time the office has to call a classroom with a message, it interrupts instruction time. Make sure that your child has a lunch or has lunch money available on his/her lunch card. Please be certain that after school plans are made ahead of time and communicated to your child.

Lost and Found

Labels on clothing, lunch boxes, eyeglass cases, etc. help recover lost articles. Lost items will be sent to the office. "Found" clothes will be placed on our clothes rack in the cafeteria. During our winter break, spring break and after school is out in June, we will give the remaining clothes to a local charity. Please try to help children keep track of their things.

Before and After School Recreation Program

A before and after school program is available from 7:00 a.m. to 6:00 p.m. Please call Mrs. Marlene Roman, the BASRP Leader at 646-6501 for more information or visit the web page at <https://forestgrove.pgusd.org/basrp/>.

Dress Code

Students' dress and appearance should be compatible with an effective, elementary learning environment. Clothes and shoes should allow for free-movement during recess and PE. We strongly discourage makeup as well as hair dye that is distracting. Hats should not be worn inside the school building. Inappropriate words, sponsors, or pictures, bare midriffs, sagging pants, exposed underwear, and revealing tank tops are not allowed. The length of students' clothes (such as shorts, dresses, skirts) should minimally be as long as the student's' fingertips when the students' arms are extended down the side of the body. Dress or appearance which disrupts the class or learning activity may require a student to call a parent so that appropriate clothing can be brought to school for the child.

We strongly recommend that children come to school in comfortable sneakers that will provide proper support and traction for running and other physical activities for both recess and PE. Heels of any height are unstable and can cause injury to the foot, ankle and leg. Open toed shoes leave toes exposed to the rough pavement. If a hat must be worn at school, it may be worn outdoors only.

Falcon Fridays

Students, staff, and parents are encouraged to wear Forest Grove Spirit Gear (available for purchase through the PTA) or Forest Grove GREEN on Fridays and at school – wide events.

Electronic Devices/Cell Phone Policy and Regulation

Per Board Regulation 5146, except with prior consent for health reasons, electronic signaling or imaging devices must be turned off and put away throughout the school day. (These include, but are not limited to, cell phones, gaming devices, Fitbits, and Gizmos.) Students may not carry personal devices with them on campus during the school day without express permission from the principal. Devices are not to be used during the school day for phone calls. Phones are located in each classroom that students may request to use. On those days when a particular lesson or project would be enhanced with such devices, the teacher will notify the parents and students that they are allowed to bring their device to school. These devices will be collected and stored by the teacher on that day. Devices will be used only during the time frame of the particular lesson/project and will be returned to the student at the end of the day.

General Guidelines

1. Parents are asked to wait for their children in front of the school by the office or in the back of the school at dismissal time for pick up. Please do not go to your child's classroom to pick him/her up at any time of the school day. This is to help ensure campus security. If you require an "early pick up" please come to the office, sign him/her out and we will have your child sent from class.
2. Bicycles and skateboards will be walked on all parts of the school campus, including the sidewalk in front of school. Bikes should be parked in the provided bicycle racks. Bike locks are strongly recommended. Rollerblades are discouraged but if they must be used, they have to be taken off before entering school grounds. California law currently requires children to wear helmets while riding bikes, scooters, skateboards or skates. Wearing pads can also protect from cuts and scrapes. Parents, please review traffic and safety rules with your child so their trip to and from school will be safe. Regular shoes must be worn on school grounds. Wheeled shoes are acceptable footwear, but the wheels may NOT be used at school in the hallways or on the playground.
3. Toys are to remain at home unless the teacher or principal gives special permission. Only classroom equipment and materials will be allowed at school.
4. So that no child feels overlooked, please do not distribute party invitations at school. **Please follow the guidelines of the district's Wellness Policy when sending treats to classroom celebrations.** Board Policy 5030 states, "Parents are encouraged to support the District's nutrition education efforts by considering nutritional quality when selecting foods sent to school, either for individual or for class consumption." The entire board policy may be viewed online at <https://boardpolicy.pgusd.org/2015/12/22/5030-student-student-wellness-health-and-physical-education/>.
5. Students are not to leave the school grounds during school hours without being signed out in the office. If you know ahead of time that your child is leaving early, please send a note to the teacher. The child is then called from the classroom to meet the parent in the office. **Only people listed on the emergency card may pick up the child unless we have a written, signed note from the parent.** **If office staff does not know the person coming to pick up a child, the adult will need to show identification before the child will be released.**
6. Students are not to bring gum, candy and soda pop to school.
7. Pursuant to Education Code 48901.5 (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.
(b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)
8. When pulling into the large parking lot (adjacent to the high school tennis courts above our third level field) to drop off children, please pull all the way in to the designated drop off space along the sidewalk. Please walk with your children to reach your car if you park.

9. Students who ride the bus to school are required to purchase a bus pass through the PGUSD District Office. The cost per student is \$100 per year (\$150 for two or more students), or \$80 per semester (\$120 for two or more students). Students waiting for the bus are to remain in line at the front of the school until the bus arrives and wait for the bus driver to invite them onto the bus. Students who fail to follow the directions of the bus driver may lose the privilege of riding the bus.



10. Dogs are not permitted on campus with the exception of service dogs.

11. In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. (20 U.S.C. 6083, Labor Code 6406.5) The Board further prohibits the use of tobacco products and e-cigarettes at all times on district grounds and facilities.

CA Assessment of Student Performance and Progress Smarter Balanced Test (SBAC)

CAASPP/SBAC testing is administered to students in grades 3, 4, and 5 every year. These are state-mandated tests. It is vital that all students participate and give their best effort. P.G.U.S.D. administers Interim Formative Assessments (IFAs) three times throughout the year to help students hone their keyboarding and computer-based test-taking skills.

Library Policy

The library is open from 9:00 A.M. to 3:00 P.M. daily. Please use inside voices and do not bring food or drink while visiting. Students may be in the library outside of their regular class visit with a note from their teacher and if the librarian is present.

Library books may be checked out for one week at a time and then must be renewed or returned. Students must take responsibility for the replacement of damaged or lost materials. Additional items will not be checked out for use outside of school until the lost item is returned, paid for, or replaced. Replacement copies are acceptable as approved by the librarian.

Computers are available with access to the Internet. Students may use the Library Web Page to access the catalog and reference resources. Students must have a Technology User Agreement on file with the school in order to use the Internet. Misuse may result in disciplinary consequences and the loss of privileges.

Physical Education

All K-5 students participate in Physical Education for thirty minutes each day. The State Board of Education requires each elementary aged child (Grades 1-5) to participate in a minimum of 200 minutes of Physical Education every ten days.

1. **APPROPRIATE DRESS**—It is very important that your child wears comfortable, loose clothing that allows movement. It is even more important that comfortable, supportive, closed-toe, athletic shoes are worn. UGGS, CROCS, SANDALS, FLIP- FLOPS, DRESS SHOES, HIGH HEELS, and BOOTS are not acceptable. If your child does not wear appropriate shoes, he/she will not be allowed to fully participate in our Physical Education class and will not get credit for that day. Some students opt to bring a change of shoes in their backpacks for physical education.
2. **JACKETS, SWEATSHIRTS, AND SWEATERS**—In Pacific Grove, the weather is constantly changing: foggy, hot, windy, drizzly, gorgeous, etc. Our students tend to dress in layers. Please put your child's first and last name on the inside of jackets, sweatshirts, and sweaters. If something has been left or forgotten at school, remember to check the Lost and Found, which is located outside the Cafeteria near Room 20.

3. **MEDICAL EXCUSES AND NOTES**—If your child cannot participate in Physical Education class due to an illness or injury, the parent or guardian should send a written note to school. If your child needs to be excused from class for more than three days, a note is needed from your child's doctor stating the nature of the illness or injury, and approximately when the child can return to Physical Education class. For an extended illness or injury (four weeks or longer), a written release from the doctor stating your child is healthy and able to return to physical education is required.
4. **EQUIPMENT & SAFETY**—Your child's safety and that of others is our primary concern. Any unsafe behavior or misuse of equipment will cause a student to sit out from the class activity. Parents will be notified of serious incidents or when their child is having repeated difficulty staying safe in Physical Education class.
5. **PHYSICAL EDUCATION EXPECTATIONS OF BEHAVIOR**—As with all classrooms, the Physical Education program has a behavior policy that is provided to each student. This policy teaches moving with control, respecting self and others, developing self-esteem, communication skills, and solving conflicts.
6. **PHYSICAL FITNESS TESTING (5th Grade)**—Per Education Code Section 60800, each spring, 5th-graders participate in the CA Physical Fitness Testing in six categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. All results are confidential and only shared with the CA Dept. of Education and P.G.U.S.D. Physical Education staff. For more information, please visit <https://www.cde.ca.gov/ta/tg/pf/>.
7. **OFFICE HOURS AND CONFERENCES**—The Physical Education teacher, Mr. Gray, is available before and after school and during prep time. Please call or email the teacher at jgray@pgusd.org if you wish to schedule an appointment.

Emergency Guidelines

In the event of a serious emergency:

1. FG staff has been trained in the Big Five School Safety Protocols (Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation) and will take appropriate actions in any emergency. The office will establish a communication center along with a first aid center, if needed, during an evacuation on Jen Hinton Field.
2. Teachers will keep all of their students together until a family member arrives to pick up his/her child. **Only people listed on the Emergency Card will be allowed to pick up a student.**
3. Parents will not be able to pick up students directly from the classroom (unless this has been determined as a safe pick-up area) and are discouraged from entering campus. Students will be called to the office or student-release area to meet their parents. Students will be dismissed directly to parents by the classroom teacher only if the parent has checked in with office personnel at the proper gate during an evacuation/student release, or through the office if another location has been determined for pickup.
4. When coming to the school to pick up children, parents should go directly to the office for further instruction and to sign their student out. Parents will not be allowed to pick up students from the classroom and are not permitted to enter the classrooms. Students will be called to the office to meet their parents. **NO STUDENTS** will be dismissed directly to the parents by the classroom teacher.

5. Alternative sites for student release will be the parking lot in back of Country Club Gate that parents would enter off of Forest Lodge Road. The alternative evacuation area would be First United Church on Sunset.

Information for Families in Transition

The Local Education Agency (LEA) provides the parents or guardians of homeless children and youth opportunities to participate in the education of their children. (42 USC 11432[g] [6][A][iv])

The evidence that is reviewed for documentation of this item includes board policies, parent handbooks, and other communications. Two years ago MCOE worked with the Alisal USD and Salinas City ESD District Liaisons to develop a statement of rights that could be included in parent handbooks or other registration or back-to-school material that is provided to all parents. The following statement is compliant with federal law.

Families in Transition/Homeless

Homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth. (42 USC 11431[1]) If you have uncertain housing, a temporary address, or no permanent physical address, federal and California laws guarantee that your children may be enrolled in their previous school. (42 USC 11432[g] [6][A][iv]) If this describes your family's living situation, or if you are a student not living with a parent or guardian, please contact your Clare Davies our District Homeless Liaison at 831-646-6523.

Playground Supervision and Guidelines **SCHOOL RULES * STUDENT CONDUCT**

Playground Rules

1. Levels 1 and 2 - Play on the black top only: no tag or kicking games: Level 3 - Play on the grass only, no playing with sticks or pine cones.
2. Walk down the steps between the levels.
3. The sloping banks between levels are OFF LIMITS.
4. Do not climb the trees or hang on branches.
5. At recess time, students must be on the playground and out of the hallways unless directed to the office by an adult.
6. Students should go across the bars in one direction at a time and never on top of the bars.
7. Do not stand, crawl, or jump from the top on any of the playground equipment.
8. No jumping off the playground structure.
9. When using the slide go up the stairs and down the slide only in a sitting position.
10. When using the playground structure on 2nd level, students are to stay in "pit" area where there is bark. Do not throw bark, dirt or rocks.
11. No roughhousing, including play fighting or wrestling.
12. Stay off the fences.
13. Follow P.E. rules when using the fitness course and playing handball.
14. "Crack the Whip," Horseback," or tackle football is forbidden.
15. Soccer goals are off limits.
16. Students are to freeze when the bell rings, then walk to lines when directed by an adult.
17. Handball only in marked areas.

18. Students are expected to speak and interact with others in a positive manner.
19. Students will observe the “No Touching” rule.

Lunch and Cafeteria Guidelines

Cafeteria Guidelines

- ◆ The District has adopted a wellness program, which asks parents to send healthy foods for snacks, lunch and classroom celebrations.
- ◆ Lunch is from 12:10 - 12:55 for all students.
- ◆ 45 minutes are scheduled for children to eat lunch and have recess.
- ◆ Students may purchase a hot lunch for \$3.00.
- ◆ Milk may be purchased for \$0.50 for those not purchasing lunch.
- ◆ Families are encouraged to apply for free and reduced meals at any time during the school year. Free and reduced meal applications are available in the school office, the cafeteria, and at this link [Free and Reduced Lunch Application](#)
- ◆ Every student has a lunch account.
- ◆ Parents are responsible for their student’s lunch account.
- ◆ Parents are encouraged to pay in advance for meals. At any time during the school year, parents may pay online at www.EZSchoolPay.com or by sending money to school to be applied to their student’s meal account. You will need your child’s student ID number in order to pay online. You can get this number by calling the school office. If you send money with your child, it needs to be dropped at the office in the morning and clearly labeled with your child’s name and teacher’s name so the money is applied appropriately. As the student makes purchases in the cafeteria, the amount will be deducted from the balance.
- ◆ If there is no money on your child’s account and they are not eligible for free meals, the purchase of meals and food items will be charged to their account.
- ◆ If the balance reaches a negative \$10.00 the student will only be allowed to charge a full meal until the balance is paid in full. No other item e.g. milk or water will be allowed to be purchased.
- ◆ Site Principals will be notified when student’s negative balances reach \$25.00.
- ◆ As a courtesy, the Food Service Program emails and calls overdue information at least once a week, using the School Messenger system.

Additional Guidelines:

- ◆ While waiting in line for hot lunch, keep your hands to yourself and use quiet voices.
- ◆ Walk in the cafeteria at all times.
- ◆ You may talk quietly in the cafeteria — use small voices.
- ◆ Food or paper throwers will help clean the cafeteria.
- ◆ While eating remain seated and use appropriate table manners.
- ◆ Students must stay seated in the cafeteria at least ten minutes.
- ◆ When you are finished eating and wish to be excused:
 - Clean your area
 - Raise your hand to be excused and wait to be excused
 - Throw away trash using our Zero Waste Guidelines

Walk to the playground

If you have any questions or concerns, please free to call the Nutrition Director at (831) 646-6521

Assembly Guidelines

Before Assembly:

- All students must walk into the multi-purpose room in a quiet, orderly manner.
- Teachers will direct students to their seating area.

During Assembly:

- Give the performers the courtesy of proper attention.
- Clap at the appropriate time.



After Assembly:

- When the assembly is over students will leave in a quiet, orderly manner after they have been directed to do so by their teacher



Fabulous Falcon Award



Forest Grove Elementary School staff members look for ways to reward students for exceptional conduct. One vehicle is the Fabulous Falcon Award, which recognizes students for one or more of the following behaviors:

- ◆ unsolicited acts of kindness toward peers or school personnel
- ◆ significant improvement in the areas of academics, attitude, and/or attendance (including punctuality)
- ◆ on-going adherence to school rules, polite manners, and acting as a role model for other students

Awards are presented by school personnel only. Students receiving this award will be honored with a certificate and have their picture displayed in the office.

Toolbox Training ~ Building Resilience, Self-Mastery and Empathy for Others

We believe in empowering your children to learn how to manage their emotions and solve their own problems. We teach students how to strengthen and develop their own innate capacity to form a cohesive and caring community at school. The Toolbox social-emotional program gives the staff and students a common language and methods of fostering healthy relationships and well-being for each student.



Three Step Plan for Conflict Resolution

We believe in empowering your children to learn to manage their emotions and solve their own problems. We teach them the Three Step Plan for Crisis Management.

♦ **Use Your Words**

Students are encouraged to tell others what they think and feel in a respectful manner.

♦ **Walk Away**

Students are encouraged to walk away when they can't manage a situation or solve a problem (cool off). It is hard to fight or argue with someone if you are not there.

♦ **Get Some Help**

If students cannot solve the problem, seek adult help. On the playground find a Yellow Jacket.

Look the person in the eye
Say their name
Tell them how you feel

School to Home Communication and Parent Conferences

To assist parents in receiving regular information about what is happening at school and in the classroom, newsletters will be sent out from Forest Grove via email and hard copies will be made available in the office. Parent conferences will be formally held as noted in the calendar and others will be scheduled as needed by either the parent or the teacher. Student report cards will be sent home during the fall and spring parent conferences as well as at the end of the school year. If you need assistance in this area, contact your child's teacher or call our office at 646-6540.

Homework Policy

In consultation with parents and students, the elementary educators of Pacific Grove Unified School District have developed our homework policy. All groups recognize that quality homework should support the content being taught in classes and develop a love of learning in students. Our homework plan seeks to build study skills in students as they progress through school while allowing students plenty of time after school to play with friends and spend time with their families.

Homework assignments are given Monday through Thursday. Long term projects may be worked on during holidays or weekends; however, ample time is given so that every long-term project can be completed by consistently working on the project Monday through Thursday during the school weeks prior to the deadline.

Time spent on homework should be approximately 10 minutes times the grade level in 1st to 5th grades, (1st grade=10 minutes, 2nd grade=20 minutes, 3rd grade=30 minutes, 4th grade=40 minutes, 5th grade=50 minutes.) For 1st and 2nd grades, the total homework time is exclusive of required reading time. For Grades 3rd through 5th, homework time is inclusive of required independent reading time. Should your child's homework time consistently exceed the expected amount, please speak with your child's teacher.

While homework is optional in kindergarten, daily reading with your kindergarten child is recommended. Some homework in the upper grades requires access to a computer and wi-fi outside of the school day. If you do not have a computer and/or wi-fi connection available to you, please see your child's teacher.

Grades on the report card for each subject area reflect mastery toward content standards. The report card homework grade reflects the student's completion, effort, and utilization of a growth mindset in all homework assignments.

Homework provides opportunities for all students to build study habits, self-discipline, and time management. Please contact your child's teacher if your child truly lacks understanding of a concept during the completion of homework. Always encourage your child and praise their efforts and

improvements. If your student is absent, you may request homework when you call the absence line prior to 8:30 AM. The absence line is available 24 hours a day at 646-6559 ext. 222.

Teachers will regularly monitor and evaluate the amount of time homework assignments are taking students to complete. Staff will assess and recommend any adjustments, as needed. If possible, teachers assigning technology-dependent homework assignments will offer non-technology-dependent homework assignments as an alternative, if possible.

School staff will make every effort to coordinate projects and larger assignments so that conflicts in due dates will be minimized.

For more information regarding homework, please see P.G.U.S.D. Board Policy 6154 at www.pgusd.org.

Homework Guidance

A consistent time and place for study is important to your child's learning. The area should be comfortable and quiet (free from distractions), and well lit. A small table can serve as a desk. To minimize interruptions during study, help your child organize supplies (pencils, erasers, rulers, dictionary, paper, crayons, etc.) and have these materials nearby and ready to use.

Be sure your child understands the homework and review the directions or work a problem together to reinforce the concept. Be available for your child during homework time and share the completed assignments before they are returned to school but DO NOT do the homework the child is to complete.

Rules of Conduct

We believe that:

All teachers have a right to teach without interruptions.

All students have a right to learn without being disturbed by others.

In support of our beliefs, the following Rules of Conduct apply to all students:

- Students will come into the school building quietly and on time.
- Students will follow the directions of all teachers and other school personnel, the first time they are given.
- Students will be polite and respectful to adults and other students at all times.
- Students will not use inappropriate language (swearing, teasing, name calling, put downs) at any time.
- Students will not bring candy or gum to school at any time.
- Students will keep their hands, feet and other objects to themselves.
- Students will show respect for the property of the school and the belongings of others.
- Students will settle differences without fighting.
- Students will arrive at school punctually and with homework completed as assigned.

Consequences:

1st Occurrence: Teacher notified and staff member speaks with child.

2nd Occurrence: Student disciplinary referral is sent to parent, teacher and principal.

3rd Occurrence: Teacher speaks with principal and principal contacts parents.

Note: Our staff seeks teachable moments for students as well as appropriate consequences.

Student Alternative Discipline

The goal of discipline is to maintain a positive atmosphere for learning while teaching students to be responsible citizens. Like citizens in any community, students must obey the rules to assure that individual rights are not violated by the misconduct or disruptive acts of others. Administrators and staff are delegated the authority and responsibility to ensure that the desired goals of equal educational opportunities and an environment conducive to learning are achieved. When students misbehave, we give them the opportunity to correct their inappropriate behavior and to find a way to make better choices for themselves. Home and school share the responsibility of helping students develop the life-enhancing capability of self-discipline.

When students are sent to the office to meet with the principal for a violation of CA Ed Code, a three-pronged approach will be use to correct their behavior: Restorative, Reflective, and Instructional.

- When it is appropriate, an opportunity for the student to **restore** the relationship between themselves and the stakeholder/offended will occur. This is where the Toolbox “Apology and Forgiveness Tool” is used to repair harm.
- An opportunity for the student to reflect on decisions and behaviors verbally and/or through writing. Three questions may be asked regarding the student’s behavior(s):
 - Was it safe?
 - Was it kind?
 - Was it my personal best?

- A teaching opportunity will occur to target the function of the behavior and to help the student learn the skills (Toolbox) needed to not engage in the behavior again.

Suspension is seen as a last resort for student discipline if alternatives are not working to end unnecessary behaviors. Students are suspended for very serious violations of CA Ed Code 48900 in accordance with the following PGUSD Discipline Matrix. Suspended students shall be excluded from all school-related extracurricular activities during the period of off-campus suspension. A suspension may also include, but is not limited to, the loss of participation in school-related activities (such as field trips, school performances, sporting events, classroom/school celebrations, etc.).



DISCIPLINE MATRIX AND RELATED INTERVENTIONS FOR GRADES K-12



In recent years, the adoption of researched-based alternatives to suspension within school communities has proven to help create positive school climates. We must continue to address racial disproportionality in school disciplinary practices, and also remain cautious when ensuring that campus safety does not further drive students into the school-to-prison pipeline. Although there are instances when suspension and or expulsion is warranted, “each school day is full of teachable moments but exclusionary methods of discipline – such as out-of-school suspensions and expulsions – deprive students of the chance to receive the instruction they need to grow into healthy, thriving adults.” (Public Counsel)

As you know, in the Pacific Grove Unified School District we have adopted and are implementing school-wide positive behavior interventions and supports in effort to identify positive ways of supporting students and improve behavior, which in turn enhance/while simultaneously enhancing school climate and culture. School and community based interventions are to be implemented as a proactive approach and be considered as an alternative to suspension when appropriate. Proper interventions aid in meeting the academic, social, and emotional needs of students.

Repeated incidents may include all consequences for previous offenses, in addition to those listed for the subsequent incident. Students may be suspended or expelled if the act is related to a school activity or school attendance, including but not limited to the following: (a) while on school grounds; (b) while going to or coming from school; (c) during a school lunch period, whether on or off campus; or (d) during or while going to or coming from a school sponsored activity.

The following discipline matrix indicates the types of disciplinary action that may apply to each offense. These actions may be applied to a first time or repeated incident. Progressive consequences, when applicable, are listed for each subsequent offense within the respective education code violation. School officials use this matrix as a guide intended to standardize disciplinary procedures throughout the District. **The recommendations are not intended to substitute for the judgment of professional personnel based upon knowledge of the student's behavior record and statutory restraints.**

VIOLATION	CONSEQUENCE
Possessed, sold or otherwise furnished a firearm Ed Code 48915 (c)(1) and 48900 (b) Brandished a knife at another person Ed Code 48915 (c)(2) and 48900 (b) Sold a controlled substance Ed Code 48195 (c)(3) and 48900 (c) Committed or attempted to commit a sexual assault or committed sexual battery Ed Code 48915 (c)(4) and 48900 (n) Possession of an explosive Ed Code 48915 (c)(5) and 48900 (b)	All of the following: Parent/Guardian conference Contact law enforcement 5 Day Suspension Mandatory recommendation for expulsion
Caused serious physical injury to another person, except in self-defense Ed Code 48915 (a)(1) and 48900 (a2) (Assault) Possession of a knife, explosive, or other dangerous object of no reasonable use to the pupil Ed Code 48915 (a)(2) and 48900 (b) Possession and/or use of any controlled substance, except for the first offense Ed Code 48915 (a)(3) and 48900 (c) Robbery or Extortion Ed Code 48915 (a)(4) and 48900 (e) Assault or Battery or Threat of , on a school employee Ed Code 48915 (a)(5) and 48900 (a2)	Recommendation for expulsion expected, but <i>not mandatory</i> 1st Offense: Parent/Guardian conference, 5 Day Suspension, Recommendation for expulsion (unless principal, in writing, recommends otherwise), Contact law enforcement 2nd Offense: Recommendation for expulsion <i>Recommendation for Expulsion shall be based on one or both of the following:</i> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others
VIOLATION	CONSEQUENCE (Cont'd)

<p>Terroristic threats against school officials or school property Ed Code 48900 (.7)</p> <p>A two (or more)-on-one fight Ed Code 48900 (a2) Incident Type: Assault or Battery</p> <p>Harassing, threatening, or intimidating a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil Ed Code 48900 (o)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent • Provide conflict resolution/anger management skills • Behavior Contract and track progress • Outside agency/resource referral <p>1st Offense: Parent/Guardian conference, 3-5 Days of Suspension, Possible Restorative Practices, Possible referral to law enforcement</p> <p>2nd Offense: 5 Day Suspension, Possible recommendation for expulsion, Contact law enforcement</p>
<p>Fighting, caused, attempted to cause, or threatened to cause physical injury Ed Code 48900 (a1) (Mutual Combat)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Provide conflict resolution/anger management skills • Behavior Contract and track progress • Teaching problem solving - Negotiation and problem-solving approaches can be used to assist students in identifying alternative behavior choices • Outside agency referral <p>1st Offense: Parent/Guardian conference, Detention, 1-3 Day(s) of in/out of school Suspension</p> <p>2nd Offense: 3-5 Days of Suspension, Possible recommendation for expulsion, <i>Contact law enforcement if deemed necessary</i></p> <p>3rd Offense: 5 Day Suspension, Recommendation for expulsion, <i>Contact law enforcement if deemed necessary</i></p>
<p>Willfully used force or violence upon another person, except in self-defense Ed Code 48900 (a2) (Assault / Attack)</p> <p>Aiding or abetting the infliction or attempted infliction of physical injury to a person Ed Code 48900 (t) - Aiding/ abetting physical injury</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Provide conflict resolution/anger management skills • Behavior Contract and track progress • Outside agency referral <p>1st Offense: Parent/Guardian conference, Detention, 1-5 Day(s) of in/out of school Suspension, Contact law enforcement if deemed necessary</p> <p>2nd Offense: 5 Day Suspension, Possible recommendation for expulsion, Contact law enforcement</p> <p>3rd Offense: 5 Day Suspension, Recommendation for expulsion, Contact law enforcement</p>
<p>VIOLATION</p>	<p>CONSEQUENCE (Cont'd)</p>
<p>Possession of or sell of any knives Ed Code 48900 (b)</p> <p>Possession, use of or sell of imitation firearms, imitation explosives, tear gas/pepper spray/laser</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Mentoring or modified version of Check in check out • Behavior Contract including

<p>pointers or scopes, or other dangerous weapons or objects, or any item capable of causing death or great bodily harm Ed Code 48900 (m) – Possession of imitation firearm and 48900 (b) – other dangerous objects</p>	<ul style="list-style-type: none"> • Outside agency referral <p>1st Offense: Parent/Guardian conference, Detention, Contact law enforcement, 1-5 Day(s) of Suspension in/out of school</p> <p>2nd Offense: Suspension 3-5 days, Contact law enforcement</p> <p>3rd Offense: Recommendation for expulsion, Contact law enforcement</p>
<p>Possession or lighting of firecrackers Ed Code 48900 (b) – Possession of weapon/other dangerous object</p> <p>Starting fires or setting off fire alarms Ed Code 48900 (a1) (k) Incident Type: Causing or Attempting Injury to Another and/or Disrupted school activities/School Rules Violation</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> • Parent /Guardian contact • Provide fire safety counseling <ul style="list-style-type: none"> ○ The properties of fire (what is fire, how rapidly it can spread and how is it controlled). ○ Education about fire safety hazards and the dangers of smoke inhalation. ○ Fire survival (dangers of smoke inhalation, the need for adult supervision, emergency procedures). ○ The costs of arson to the community and the legal consequences. ○ Restitution • Behavior Contract • Outside agency referral (MCBH) <p>1st Offense: Parent/Guardian conference, Detention, Restitution, 1-2 Day(s) of in/out of school Suspension, Report to fire and law enforcement if deemed necessary</p> <p>2nd Offense: 2-3 Days of Suspension, Report to fire department and law enforcement</p> <p>3rd Offense: 5 Day Suspension, Possible recommendation for expulsion, Report incident to fire department and law enforcement</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Possessed, used, or been under the influence of any controlled substance, alcohol, or intoxicant Ed Code 48900 (c)</p> <p>Possessed or sold “look alike” substance representing drugs or alcohol Ed Code 48900 (d)</p> <p>Possessed or sold drug paraphernalia Ed Code 48900 (j)</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> • Parent /Guardian contact <ul style="list-style-type: none"> ○ Parent involvement/enhanced supervision and monitoring where appropriate • Outside agency referral (i.e.: Community Human Services) • With assistance from Family Services Specialist, provide referral to Sun Street Centers

	<ul style="list-style-type: none"> • Mentoring • Behavior Intervention Plan • Behavior Contract with reward system • Group counseling with substance abuse prevention focus • Peer tutoring options • Staff and parents can enhance protective factors in the life of the student, which refers to positive influences within a young person's environment such as family, school, and community connection <p>1st Offense: Parent/Guardian conference, Contact law enforcement if necessary, 2-5 Days of Suspension, Possible referral to drug intervention program not at District expense, Possible recommendation for expulsion</p> <p>2nd Offense: 5 Day Suspension, Contact law enforcement, Possible recommendation for expulsion (unless principal, in writing, recommends otherwise)</p> <p>3rd Offense: 5 Day Suspension, Recommendation for expulsion, Contact law enforcement,</p>
<p>Vandalism, graffiti, defacing school property or property of others including but not limited to books, computers, electronic files, databases and e-mail Ed Code 48900 (f) – Damage to school or private property</p> <p>Theft or attempting to, or knowingly stealing or receiving school or private property</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Parent /Guardian contact • Campus beautification • Counseling with focus on perspective taking and empathy • Restitution • Community Service • Behavior contract with focus on respect agreement • Mentoring • Check in check out <p>1st Offense: Parent/Guardian conference, Detention, Possible removal from class, Restitution, Contact law enforcement if deemed necessary, 1-3 Day(s) of in/out of school Suspension</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Ed Code 48900 (g) – Stealing school or private property Ed Code 48900 (l) – Receiving stolen property</p>	<p>2nd Offense: 3-5 Days of Suspension, Possible removal from class, Restitution, Contact law enforcement, Possible recommendation for expulsion, depending on severity of incident</p> <p>3rd Offense: 5 Day Suspension, Possible removal from class, Restitution, Contact law enforcement, Recommendation for expulsion, depending on severity of incident</p>
<p>Possessed and/or used tobacco products and/or paraphernalia including lighters and matches Ed Code 48900 (h)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Provide learning opportunities with a focus on: <ul style="list-style-type: none"> ○ Comprehend the health risks

	<ul style="list-style-type: none"> ○ Analyze the influences of family, peers culture and media on usage patterns ○ Develop interpersonal skills to resist temptations and practice goal setting and decision making skills to protect against use ○ Develop goals related to reducing smoking or tobacco use (i.e., develop a quit plan) <p>1st Offense: Warning and/or detention, Parent/Guardian conference, 1-3 Days of in-school Suspension</p> <p>2nd Offense: 1-3 Day(s) of Suspension, Contact law enforcement if warranted, Possible participation in an intervention program not at District expense</p> <p>3rd Offense: 3-5 Days of Suspension, Contact law enforcement if warranted, Possible participation in an intervention program not at District expense</p>
<p>Obscenity/Profanity/Vulgarity, inappropriate language/attire and/or ethnic/racial slurs -- offensive materials on personal/school items -- Gestures - including gang signs Ed Code 48900 (i) – Obscene act, engaged in habitual profanity or vulgarity</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Acknowledge positive behavior ● Teach substitute words ● Counseling with focus on perspective taking, social skills/friendship and emotional management ● Behavior contract with focus on respect agreement ● Check in check out with specific goals related to appropriate language ● Reflection sheet <p>1st Offense: Warning and/or detention/parent/guardian conference or 1-3 Day(s) of in/out of school Suspension</p>
VIOLATION	CONSEQUENCE (Cont'd)
	<p>2nd Offense: 2 Days of In School Suspension, or 3-5 Days of Suspension</p> <p>3rd Offense: 1-2 day(s) of In-School Suspension/3-5 Day(s) of Suspension, Possible recommendation for expulsion</p>
<p>Bullying: Including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel Ed Code 48900 (r)</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Possible sanctions include having the student <ul style="list-style-type: none"> ○ apologize; ○ discuss the incident with the teacher, principal, and/or parents; ○ pay for damaged belongings; ○ spend time in the office or another classroom; ○ forfeit recess or other privileges. ● Weekly meetings to communicate to students clear and consistently enforced expectations

	<p>and to engage them as resources in preventing bullying behavior.</p> <ul style="list-style-type: none"> • Ongoing communication with parents. • Appropriate and serious talks with bullies and victims. • Appropriate and serious talks with the parents of bullies and victims. • Role playing of non-aggressive behavior with bullies. • Role playing of assertive behavior with victims • Learning opportunities for... <ul style="list-style-type: none"> ○ Conflict resolution ○ Friendship/Relationship skills ○ Coping skills ○ Relaxation techniques <p>1st Offense: Parent/Guardian conference, Detention</p> <p>2nd Offense: 1-5 Day(s) of Suspension, Possible citation by police department</p> <p>3rd Offense: 3-5 Days of Suspension, Possible recommendation for expulsion (depending on severity), Possible citation by police department</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Sexual harassment (Grades 4-12) Ed Code 48900 (.2)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Group or individual counseling with a focus on: <ul style="list-style-type: none"> ○ Express one's sexuality in ways that are congruent with one's values ○ Discriminate between life-enhancing sexual behaviors and those that are harmful to self and/or others ○ Express one's sexuality while respecting the rights of others ○ Seek new information to enhance one's sexuality ○ Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected ○ Appropriate ways to communicate/refrain from communicating with others about sex and sexual conduct <p>1st Offense: Parent/Guardian conference, Possible 1-5 Day(s) of in/out of school Suspension, Possible recommendation for expulsion (depends on severity), Possible citation by police department</p>

	<p>2nd Offense: 3-5 Day(s) of Suspension, Possible citation by police department,</p> <p>3rd Offense: 5 Day Suspension and Recommendation for expulsion, Possible citation by police department</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Hate violence (Grades 4-12): harassment, teasing, threats, intimidation, or bullying including but not limited to a physical or mental disability, gender, nationality, race, religion or sexual orientation Ed Code 48900 (.3)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Peer and student mentoring: Mentoring programs allow young people to build sustained, positive relationships with older peers and adults, and motivate them to emulate positive behavior. Such interactions help reduce risk behaviors in students, and create a safe and secure atmosphere in school so that students feel comfortable talking to adults if they need to. Peer mentoring can also help to increase understanding between diverse groups, strengthen the sense of community within a school, and build the self-esteem of those participating. • Conflict resolution and peer mediation: Comprehensive conflict resolution programs train selected students to serve as neutral third parties who will mediate disputes among their peers. Teachers and administrators are also trained to intervene in student conflicts in ways that foster team-building, problem-solving, and leadership skills. By teaching young people how to peacefully resolve their conflicts, and providing them with positive problem-solving strategies and role models, such programs foster a school climate of respect and caring. • A strong commitment to reaching all students and staff with the message that violence, harassment, and intolerance are unacceptable

	<p>in the school environment. Involving all students, staff, parents, and interested community members in learning about violence and how to prevent it.</p> <ul style="list-style-type: none"> • Eliminating barriers to communication among groups of students Involving students in violence prevention initiatives as critical and valued partners. Collaborating closely and effectively with community, media, and policing agencies. <p>1st Offense: Parent/Guardian conference, Detention, Possible suspension 1-5 Day(s) in/out of school, Possible expulsion recommendation (depends on severity), Possible referral to police department</p> <p>2nd Offense: 3-5 Days of Suspension, Possible expulsion recommendation (depends on severity), Possible referral to police department, Participation in cultural sensitivity training and/or anger management</p>
VIOLATION	CONSEQUENCE (Cont'd)
	<p>3rd Offense: 5 Day Suspension and Recommendation for expulsion, Referral to police department, Participation in cultural sensitivity training and/or anger management</p>
Inappropriate use of computers	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Review the appropriate use of technology policy with student • Student and parent/guardian sign and agree to appropriate use of technology policy terms <p>1st Offense: Parent/Guardian conference, Lose 1 week of computer usage, Possible removal from class</p> <p>2nd Offense: Lose computer privileges for rest of quarter/semester OR limit computer use to supervised classroom related activities times only.</p> <p>3rd Offense: Lose computer privileges for rest of the year</p>
Cheating in classroom including plagiarism and using electronic devices	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Parent/Guardian conference and create plan of action • Remove underlying factors that foster cheating in the first place. "Often cheating is an expression of other problems • Arrange learning opportunities about cheating which include: <ul style="list-style-type: none"> ○ Ask children to consider where the world would be today if everybody cheated. <p>1st Offense: Parent/Guardian conference, Earn a failing grade on test or assignment</p>

	<p>2nd Offense: Earn a failing grade on test or assignment, Possible "U" in citizenship, Possible removal from class, Detention</p> <p>3rd Offense: 1 Day of In-school Suspension, Saturday Academy, Earn a failing grade on test or assignment, Possible removal from class</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Use of skateboards, roller skates or roller blades</p> <p>Possession or use of chains and non-approved hats/headgear on campus</p> <p>Violation of district policy for use of cameras, iPods/MP3/ players, cellular phones and other electronic devices</p> <p>Incident Type: School Rules Violation</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Behavior contract with student signature • Review the appropriate use of technology policy with student • Student and parent/guardian sign and agree to appropriate use of technology policy terms • Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate use of the above categories <p>1st Offense: Warning, Confiscation of item for the day, Possible parent conference, Possible detention</p> <p>2nd Offense: Confiscation of item (to be returned at parent conference), Detention</p> <p>3rd Offense: Item to be returned at end of school year, 1-2 Day(s) of Suspension, Saturday Academy</p>
<p>Excessive unexcused tardiness and excessive absences, trancies, or class cuts</p> <p>Incident Type: Attendance Problem</p>	<p>Follow Truancy Abatement Program Protocol</p>
<p>Violation of school rules</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Behavior contract with student signature • Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate use of the above categories • Reflection sheet • Behavior plan with identified function of behavior and subsequent interventions identified • Acknowledge and reinforce appropriate classroom and school behavior conduct • Peer groups/interest based clubs • Learning opportunities for... <ul style="list-style-type: none"> ○ Conflict resolution ○ Friendship/Relationship skills ○ Coping skills ○ Relaxation techniques

	<ul style="list-style-type: none"> Acknowledge and reinforce appropriate classroom and school behavior conduct <p>1st Offense: Warning, Possible detention, Parent/Guardian conference</p> <p>2nd Offense: 1-2 Day(s) of In-school Suspension</p> <p>3rd Offense: 1-2 Day(s) of In-School Suspension, Saturday Academy</p>
VIOLATION	CONSEQUENCE (Cont'd)
Classroom/Campus Disruption, disobedience	<p>Possible Interventions</p> <ul style="list-style-type: none"> Contact Parent/Guardian Behavior contract with student signature Check-in-Check-out Breaks are better (scheduled breaks) Restorative Practices Prompting/reminder of the behavior expectation Chunk assignments into small parts if suspecting academic reasons for behavioral disruption Establish clear routines and procedures and expectations in classroom(s) Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate use of the above categories Alternative Seating Reflection sheet Apology letter or "if you knew me letter" Acknowledge and reinforce appropriate classroom and school behavior conduct <p>1st Offense: Teacher conference, Parent/Guardian conference, Possible detention</p> <p>2nd Offense: Detention or 1-2 Day(s) of In-school Suspension, Possible removal from class</p> <p>3rd Offense: 2 Days of In-school Suspension, Saturday Academy, Removal from class</p>

VIOLATION	CONSEQUENCE (Cont'd)
Dress code violation	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Behavior contract with student signature • Review the appropriate Dress Code Policy with student • Student and parent/guardian sign and agree to appropriate Dress Code Policy Terms • Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate Dress Code use • Acknowledge and reinforce appropriate dress code compliance <p>1st Offense: Warning, Parent/Guardian contact, Change or cover</p> <p>2nd Offense: Parent/Guardian contact, Change or cover, Possible detention, Possible 1 Day of In-School Suspension</p> <p>3rd Offense: Parent/Guardian contact, Change or cover, 1-2 Day(s) of In-school Suspension, Saturday Academy</p>



We can use your help in the education of your child. It is absolutely essential that you be involved in your child's schooling. There are two places that you can be involved: at home and at school. First and foremost, your consistent involvement at home will have the most positive impact on your child's learning and is the most realistic for most parents. The trick is to make sure that you are reading the notes coming home from school and are aware of the work being assigned. Make sure your child, not you, does the work. Offer your assistance only if necessary. Secondly, volunteering at the school both during school hours and after school and on weekends is an extremely useful and gratifying way to help.

For the safety of our students and volunteers, all volunteers must be fingerprinted and pass a security clearance at the PGUSD district office. To schedule an appointment, please contact:

Kimberly Ortiz 646-6553 or Angela Lippert alippert@pgusd.org 646-6593.

Guidelines for Forest Grove School Volunteers and Parents/Guests

These guidelines will be given to and reviewed with each classroom volunteer/parent by the classroom teacher.

We love our parents and volunteers and are thankful for your effective involvement. The staff has put together some guidelines to develop a healthy climate of respect and professionalism.

1. Your role in the classroom is important. Please remember:

- ◆ Give appropriate praise and motivation.
- ◆ Use tutoring strategies such as: repeat directions to child, allow child to complete task on his/her own, take a different approach, model a correct response, use visuals, etc.
- ◆ Use appropriate language to guide students rather than just give the answer.
- ◆ Avoid negative comments like: "don't act like a baby, you should know this,"
- ◆ Let children make a mistake and say, "try that again."
- ◆ When child says, "I don't get it" or "I don't know what we're doing," state the activity in a new way. The teacher will be available should a student need additional help which the parent or volunteer can't provide.
- ◆ Help all students, not just your own child.
- ◆ Allow your own child to be self-reliant in the classroom.

2. Volunteers need to be trained on the operation of all machines and where/how supplies are utilized.

3. Student behavior at school is private and to be dealt with by the teachers and other authorized personnel. Volunteers and parents should adhere to confidentiality in regard to all students. Due to IEPs and other behavior contracts, some students have different expectations and goals. Respecting all students is expected of all volunteers and parents.
4. Volunteers and guests should wear appropriate professional attire: No tank tops, shorts, hats (indoors), or inappropriate sayings on clothing. Use professional language. *Volunteers and guests shall not possess or use tobacco products, e-cigarettes, and vaping device products of any kind.*
5. Do not discipline, but let the teacher take over in that area since he/she knows what the child may be working on behaviorally or if the child has issues affecting behavior that day, etc.
6. Volunteers and parents should be actively engaged in the activity at hand. Please save social conversations for outside of school rather than the back of the classroom.
7. The teacher is in charge of the lesson and the expectations. Volunteers should take the teacher's lead. If there is a question, ask the teacher privately. Classroom protocols are to be followed by everyone.
8. Check with teacher in regard to bringing younger siblings to class. Some activities may not be appropriate for younger siblings.
9. In assemblies, parents and volunteers (unless they are specifically helping with a student) should sit behind all of the classes and follow all assembly rules.
10. All rules and regulations governing staff and students at Forest Grove School apply equally to volunteers and parents. See the Forest Grove School handbook for details.
11. Each classroom teacher may have additional rules, which will be given to the parents and volunteers of their classroom.



Parent Teacher Association (PTA)

The PTA is an essential part of the education of all children at Forest Grove School. While it does raise money for countless needs in and out of the classroom, our PTA also sponsors the fun activities such as: Trunk or Treat, Girls Night, Boys Night, the Fun Fest, Scholastic Book Fair, Movie Night, Ice Cream Social, Family Reading Nights, campus pride days and many other events. In addition, the PTA sponsors parent education evenings that often precede the regular meetings. The PTA should be your first stop as you look for ways to help the school.

PTA meetings are generally scheduled once a month at 6 p.m. in the library. They work very hard in a variety of ways and can always use extra help, particularly for special events.

School Site Council

The School Site Council is an advisory committee that provided valuable input regarding decisions that affect Forest Grove. The council is comprised of the principal, teachers, classified staff, and parents. At our monthly meetings, we report on progress of our school goals and decide which aspects of our educational program should be emphasized for the current school year. If you are interested in serving on the School Site Council contact Principal Buck Roggeman at broggeman@pgusd.org or call 831-646-6560.

Safety Committee

Forest Grove's safety committee meets twice a year or as needed. The role of the safety committee is to review the school's safety protocols to ensure that they are working as designed. The committee also considers or proposes potential physical safety improvements to Forest Grove. Our committee consists of administration, our lead custodian, the Site Leadership Team, and parent volunteers. If you are interested in becoming a member of our Safety Committee contact Principal Buck Roggeman at broggeman@pgusd.org or call 831-646-6560.

Appendix

**FOREST GROVE SCHOOL
CERTIFICATED STAFF
Office: 831-646-6560**

Mr. Buck Roggeman –Principal
Mrs. Deborah Marchese – Office Manager

Absence Reporting VM line: 831-646-6559

Teaching Staff	Grade	Room	Phone Ext.	Email
Mrs. Marisa Alt	TK	K-6	215	malt@pgusd.org
Mrs. Kathy Hunter	K	K-2	106	khunter@pgusd.org
Ms. Theresa McDaniel	K	K-1	121	
Mrs. Kristen Sweeney	K	K-3	123	ksweeney@pgusd.org
Mrs. Summer Wright	K	K-4	124	swright@pgusd.org
Mrs. Lynn Moore	1	G-1	105	lmoore@pgusd.org
Mrs. Hetal Patel	1	G-2	101	hpatel@pgusd.org
Mr. Nate Welch	1	G-3	128	nwelch@pgusd.org
Mrs. Kilene Brosseau	2	B-3	107	kbrosseau@pgusd.org
Mrs. Beth Cina	2	B-1	109	bcina@pgusd.org
Ms. Jeanie DeTomaso	2	C-4	111	jdetomaso@pgusd.org
Mrs. Barbara Hirst	2	B-2	108	bhirst@pgusd.org
Mrs. Sarah Gordon	3	C-3	118	sgordon@pgusd.org
Ms. Shannon McCarty	3	B-4	135	smccarty@pgusd.org
Mrs. Mary Lee Newman	3	C-2	112	mnewman@pgusd.org
Ms. Kayla Naylor	4	E-2	114	knaylor@pgusd.org
Ms. Kari Serpa	4	D-3	113	kserpa@pgusd.org
Ms. Irene Valdez	4	D-4	117	ivaldez@pgusd.org
Ms. Danielle Davenport	5	D-2	119	ddavenport@pgusd.org
Mrs. Maryn Sanchez	5	D-1	115	msanchez@pgusd.org
Ms. Kathryn Yant	5	C-1	110	kyant@pgusd.org
Mrs. Glynis Barrett	K, 1/2	G-6	104	gbarrett@pgusd.org
Mrs. Michelle Knight	4/5	E-4	102	mknight@pgusd.org
Mrs. Katie Kreeger	3/4	E -1	116	kkreeger@pgusd.org
Mrs. Mary Quindimil	RSP	G-4	129	mquindimil@pgusd.org
Mrs. Aina Gessaman	Speech G-8		154	agessaman@pgusd.org
Mr. Jeff Gray	P.E.		TBD	jgray@pgusd.org
Mr. Jared Masar	Vocal Music – K-5		210	jmasar@pgusd.org
TBD	Inst. Music			
Mrs. Lynn Clements	Title I – G-5		152	lclements@pgusd.org
Mrs. Jayne Lord	ELD Program A-1		103	jlord@pgusd.org
Mrs. Mindy Faia	Psychologist G-7		TBD	mfaia@pgusd.org
Mrs. Sonda Frudden & Mrs. Zoe Roach	Counselors		TBD	sfrudden@pgusd.org zroach@pgusd.org

FOREST GROVE SCHOOL**SUPPORT STAFF****Office: 831-646-6560****Absence Reporting VM line: 831-646-6559****Mr. Buck Roggeman–Principal - 200****Mrs. Deborah Marchese – Office Manager - 201****Mrs. Nancy Da Silva – Clerk - 202**

Support Staff	Assignment	Room	Phone Ext.
Mrs. Christine Gruber	Library Technician	Library	204
Mr. Carey Parker	Computer Technician	E-3	213
Mr. Oscar Orozco	Head Custodian		207
Mr. Senen Baguio	Night Custodian		207
Mrs. Fran Castorina	Cafeteria Supervisor	Cafeteria	646-6567
Mrs. Jeanette Odenbrett	Food Service	Cafeteria	646-6567
Mrs. Evelyn Franco	Special Ed IA	G-4	129
Mrs. Michelle Haney	Special Ed IA	G-6	104
Ms. Elizabeth Cambra	Special Ed. IA	E-4	102
Ms. Breanna Casas	Special Ed. IA	E-1	116
Mr. Leonard West	P.E. Aide	TBD	TBD
Ms. Lena Moore	Title I Aide	G-5	152
Mr. Ron Longueria	Title I Aide	G-5	152
TBD	Title I Aide	G-5	152
Mrs. Suzanne Ellzey	Title I Aide & ELD	A-1 & G-5	152 & 103
Mrs. Dana Jones	Instructional Aide	Misc. K	124
Mrs. Silvia Mah	Instructional Aide	K-6	215
Mrs. Habiba Malik	Instructional Aide	Misc.	201
Mrs. Cherie Mares	Instructional Aide	K-1	121
Mrs. Kathleen Poet	Instructional Aide	Misc.	201
TBD	Instructional Aide	Misc. K	123
Mrs. Marisa Tegerdal	Instructional Aide	Misc.	201
Mrs. Shirley Ushakoff	Instructional Aide	Misc.	201
Mrs. Betty Minor	Clerk	Office	201
Mrs. Marlene Roman	B.A.S.R.P. Leader	A-2	224 or 646-6501
Mrs. Habiba Malik	B.A.S.R.P. Attendant		646-6501
Mrs. Fran Petty	B.A.S.R.P. Attendant		646-6501
Mrs. Debbie Pinheiro	B.A.S.R.P. Attendant		646-6501
Mrs. Maria Taschner	B.A.S.R.P. Attendant		646-6501

School Board and District Staff

Dr. Ralph Gomez Porras	Superintendent	Phone: 831-646-6520
Ms. Song Chin-Bendib	Assistant Superintendent	Phone: 831-646-6509
Mr. John Paff	Board President	jpaff@pgusd.org
Ms. Christy Dawson	Board Member	cdawson@pgusd.org
Ms. Debbie Crandell	Board Member	dcrandell@pgusd.org
Mr. Brian Swanson	Board Member	bswanson@pgusd.org
Mr. Jon Walton	Board Member	jwalton@pgusd.org

- ☐ Consent
☐ Information/Discussion
☒ Action/Discussion

SUBJECT: Robert H. Down Elementary School Site Handbook 2019-20

DATE: May 23, 2019

PERSON(S) RESPONSIBLE: Sean Keller, Robert H. Down Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2019-20 Robert H. Down Elementary School Site Handbook.

BACKGROUND:

The PGUSD Board of Education is tasked annually with approving school site handbooks. Handbooks are available on the PGUSD website, hard copies will be available at the Board meeting.

INFORMATION:

Updates to the 2019-20 Robert H. Down Handbook include the following:

Alignment with Forest Grove for majority of handbook based on PGUSD School Board recommendations.

Page 7 – Opening and Locking of gates throughout the school day and weekend.

Page 5 – Truancy Mediation program updated with input from RHD Attendance Clerk along with Justifiable Absence Request forms explained. Tardy Policy information changed for unexcused absences section to provide truancy rule after three unexcused absences.

Page 6 – Attendance Codes added to match Forest Grove.

Page 8 – Electronic Devices/Cell Phone Elementary Board Regulation added along with General Guidelines modified to match Forest Grove.

Page 9 – Added section explaining CA Assessment of Student Performance and Progress (CAASPP).

Page 11 – Included Physical Fitness Testing information and Modified Campus Safety/Emergency Guidelines to math Safety Plan protocols.

Page 13 – Modified school lunch free and reduced website for applications.

Page 15 – Added School to Home Communication to explain Illuminate email/text system (Bright Arrow).

Page 17 – Modified Suspension section to discuss Student Alternative Discipline to promote district move toward Restorative, Reflective, and Instructional approach to student behavior issues. Included link to PGUSD Discipline Matrix: <https://robertdown.pgusd.org/discipline-matrix-for-parents/>.

Page 22 – Added Safety Committee to options for parent leadership opportunities.

Page 22 – Added Toolbox social emotional support program poster for parents to use at home with students.

Page 23 – Added Appendix for future use of changes

Page 24 – *Modified Kindergarten schedule to reflect all day schedule for students.

Some minor adjustments may be made for change in personnel, phone numbers, and room locations before publishing on website in August 2019.

*This is a recommended schedule which matches Forest Grove's Kindergarten 275 minutes. There are concerns regarding transportation availability and administration will follow up with any recommended modifications.

FISCAL IMPACT:

None



ROBERT H. DOWN ELEMENTARY SCHOOL

PARENT ★ STUDENT ★ STAFF HANDBOOK

2019-2020

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Robert H. Down Elementary Mission Statement



The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program and a positive, stimulating environment with a clear commitment to the worth of every individual.

At Robert Down School, the staff, students, parents, and community are committed to providing an excellent learning program for all students. As a team, we work together to achieve this goal

Principal's Message



Welcome to the Robert H. Down Elementary Otter Ohana!

Serving Pacific Grove Unified School District students since 1891, Robert H. Down Elementary is proud to continue its mission of fostering each individual student's education and character along with building a sense of community among all students. Our dedicated staff strives to develop students that are appreciated as individuals and challenged to do their best each day.

We believe that children, families, and schools all benefit when we work together. We are grateful for the support of parents and the community. Please take the time to learn more about our exciting programs and how you can make your child's school year even more successful. Do not hesitate to contact me with questions or concerns. —Sean B. Keller, RHD Principal, skeller@pgusd.org

Arrival and Dismissal

Children should not arrive at school before 8:25 A.M. as there is no adult supervision. All students should go home immediately following the dismissal bell. Students arriving before 8:25 A.M. (9:40 for late birds), or not picked up 10 minutes after the dismissal bell will be sent to daycare for supervision. Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency day care services. Charges for emergency day care services are due and payable on the day of the occurrence. The warning bell rings at 8:40 A.M. Students are tardy if they are not in their classrooms at 8:45 A.M. Please remind your child that, if tardy, he or she must check in at the office before proceeding to class.

Campus Access: Gates Opened and Locked

Gates will be unlocked at 8:25 A.M. daily for student arrival. All morning intervention students should enter through the front office for their 8:00 A.M. courses. Gates will be locked at 8:45 A.M. after the first bell. The kindergarten gate off Pine Ave. will be unlocked for kindergartners leaving at 2:30 P.M. Kindergarten parents should meet their children by the nearest gate to their student's classroom or enter through the same gate if the teacher prefers the classroom to avoid confusion during kindergarten pick-up. All parents and non-RHD children should leave campus until gates are reopened at 3:10 P.M. for the final bell dismissal if older siblings are still in school. Gates will be re-locked for the afternoon BASRP program at 3:30 P.M. and families still on campus are asked to play on the Jen Hinton Field playground area or an area not designated for BASRP until BASRP moves to its indoor location off Pine Ave. No students should be left unsupervised after school, or they will be checked into the BASRP program if no parent is present. Gates will be unlocked for community use over the weekend and breaks. Adults should never ask students to open gates for convenience from the inside or ask students to climb over fences or reach through/under gates to unlock handles. Please help keep RHD safe at all times.

Punctuality

It is vitally important that children arrive at school on time. It is a disruption to the entire class when a student arrives late. The student misses out on vital information as well as having a beneficial start to the day. Letters will be sent to parents if their child is tardy seven times or truant tardy three times (late after 9:15 A.M./30 minutes or more). Parents of students with truant tardies will be required to meet with the principal.

Attendance

Each time your child is absent, please call the absence line (646-6663), prior to 8:30 A.M. to explain the absence. Regular and prompt attendance is most important to success in school. Chronic attendance problems will result in a meeting with the teacher, principal, school nurse, and a possible referral to the District Attorney's office. Homework should be requested on the absence line when reporting the student's absence. Homework will be available in the homework basket located in the school lobby between 3:30 to 4:30 P.M. Please do not send your child to school sick as they are likely to infect others. MCOE policy states that a student must be fever- and vomit-free for 24 hours before returning to school.

Student Attendance Policy

Pacific Grove Unified School District adheres to a strict attendance policy. "Parents or guardians of children aged six to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use

appropriate legal means to correct the problems of excessive absence or truancy.” A 24-hour voicemail system is available for calls at 646-6663. All absences must be cleared by a telephone call or note from the parent/guardian within 72 hours of the absence. It is important to advise the office as well as your child’s teacher.

Truancy Mediation

Robert Down Elementary participates in the Truancy Mediation Program through the Monterey County District Attorney’s Office. After three unexcused/unverified absences, the school is mandated to report these absences to the Monterey County District Attorney’s Truancy Mediation Program and parents will receive a letter warning about further attendance violations. A mandated parent meeting with the principal will result if unexcused absences/truant tardies continue, along with a letter from the District Attorney’s Office warning families about possible fines if students do not begin to arrive on time or attend school. The entire Regulation #5113 regarding Absences and Excuses may be viewed online at pgusd.org under Board Policy.

Tardy Policy

Any students arriving late to class are considered tardy. Students arriving to school more than 30 minutes late or students leaving school early without presenting a valid written excuse from a doctor, dentist, or orthodontist are considered truant, and report as an unexcused absence. All students arriving late to campus must report to the office before going to class. Students leaving school must be signed out at the office by a parent or an adult listed on the student’s emergency card.

Excused Absences

The State of California considers illness, medical appointments, and the funeral of an immediate family member to be excused absences. Fourteen excused absences are allowed per year. After the 14th excused absence, an illness will be considered excused only if documented by a physician. Absences beyond the 14th that are not excused by a physician’s note will be considered unexcused absences.

Unexcused Absences

Any absences not covered in the categories listed above are considered unexcused absences. After three unexcused/unverified absences, the student is considered truant. Please see “Truancy Mediation” section below.

Allowable Credit Due to Unexcused Absences/ Justifiable Absence Request (JAR)

Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for partial or full credit due to an unexcused absence. To ensure that your request is received, the parent/guardian should deliver their written request to the school office two weeks in advance of the absence. Email requests are not recommended as the email may be lost in spam and not received. The written request should be directed to the school principal, not the classroom teacher. Parents are strongly discouraged from scheduling non-medical appointments, business, or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school must contact the principal at least two weeks prior to the absence to ascertain its probable impact on their child’s academic and credit situation.

- a. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result. Justifiable Absence Request (JAR) forms should be filled out at least two weeks in advance and turned in to the attendance clerk.
- b. Teacher and Administrative pre-approved student absences for school-sponsored events may be eligible for full credit outside of the allowable days noted in (a) above.
- c. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- d. Make-up work and/or tests may not be provided for unexcused absences in excess of the established limits.
- e. To be considered for allowable credit due to an unexcused absence, please fill out the Justifiable Absence Request found online at www.robertdown.pgusd.org.

Attendance Codes

I	Excused for illness, injury, doctor and dental appointments (no doctor or dental notes on file)	F	Family absence was waived/excused by the administration. <u>Justifiable Absence form must be submitted two weeks in advance.</u> A visit to another school. A court appointment that is documented by the court system. Military family leave per BP5113
M	Excused for medical or dental reasons with a note from the doctor or dentist		
B	Bereavement of immediate family member	A	Unverified – Waiting for parent verification
Q	Quarantine, usually for medical reasons	E	Excessive absence over the 14 day limit for illness without medical or dental notes on file
R	Religious holiday	V	School sponsored activity or appointment
S	Suspension	H	Home hospital absences
L	Allowed by parent, but <u>unexcused by the state</u> , for family necessity or emergency, appointments other than medical or dental, or out of town travel, that was not approved by the administration ahead of time	T	Tardy--Unexcused up to 30 minutes
		X	Tardy – Excused Must be validated with written documentation
		C	Truancy, or intentional absence by the student over 30 minutes, during any part of the school day, that is not excused

Visitors

For the safety and best interest of all concerned, visitors (including volunteers and parents) must enter the school through the front doors on Pine Avenue and check in with the office before going to classrooms, performances, or the playground. Please make sure to sign in and wear a visitor badge. Upon leaving the school, please sign out in the office and return the visitor badge.

Medications at School

Children may not bring medications of any kind to school unless there is a completed physician authorization form on file at school. If your child needs to have medication regularly administered during school hours, please pick up a form at the office. This includes “over the counter” medications. Please do not send your child to school with aspirin, cough drops, allergy medicine, etc. If you have questions, please call Cindy Waznis, our Health Clerk, or District Nurse Katrina Powley (831) 646-6514.

Oral Health Assessment

To make sure your child is ready for school, California Education Code **now requires** that your kindergarten or first grade child has an oral health assessment (dental check-up) by May 31, in either of those grades (whichever is his/her first year of school). Assessments that have happened within the 12 months before your child enters school also meet this requirement. The assessment must be done by a licensed dentist or registered health professional. A waiver is also available. If you did not complete the verification of this oral health assessment when you completed your child’s registration packet, please contact our health clerk at 646-6568 and she can provide you with any information you may need to complete the process.

Emergency Messages

All contacts with the classroom during the school day should go through the office. Messages for children should be for emergency only. Keep in mind that each time the office has to call a classroom with a message, it interrupts instructional time. Make sure that your child has a lunch or has lunch money available on his or her lunch account. Please be certain that after-school plans are made ahead of time and communicated clearly to your child.

Lost and Found

Labels on clothing, lunch boxes, eyeglass cases, etc. help to recover lost articles. The Lost and Found is located outside of the cafeteria near Room 20. All items are donated to a local charity before each major break (October, Thanksgiving, Winter, Presidents, Spring, Summer) and announced two weeks prior in the Daily Bulletin. Please try to help children keep track of their personal belongings.

Before and After School Recreation Program (BASRP)

Before- and after-school care is available from 7:00 A.M. to 6:00 P.M. Call Jill Houston at 646-6548 for more information or email her at jhouston@pgusd.org or visit the web page at <https://robertdown.pgusd.org/basrp/>

Dress Code

Students’ dress and appearance should be compatible with an effective elementary learning environment. Clothes and shoes should allow for free-movement during recess and P.E. We strongly discourage makeup as well as hair dye that is distracting. Hats should not be worn inside the school building. Inappropriate words, sponsors, pictures, bare midriffs, sagging pants, exposed underwear, and revealing tank tops are not allowed. The length of students’ clothes (such as shorts, dresses, skirts) should minimally be as long as the student’s’ fingertips when the students’ arms are extended down the side of the body. Dress or appearance that disrupts the class or learning activity may require a student to call a parent so that appropriate clothing can be brought to school for the child.

Electronic Devices/Cell Phone Policy and Regulation

Per Board Regulation 5146, except with prior consent for health reasons, electronic signaling or imaging devices must be turned off and put away throughout the school day. (These include, but are not limited to, cell phones, gaming devices, Fitbits, and Gizmos.) Students may not carry personal devices with them on campus during the school day without express permission from the principal. Devices are not to be used during the school day for phone calls. Phones are located in each classroom that students may request to use. On those days when a particular lesson or project would be enhanced with such devices, the teacher will notify the parents and students that they are allowed to bring their device to school. These devices will be collected and stored by the teacher on that day. Devices will be used only during the time frame of the particular lesson/project and will be returned to the student at the end of the day.

General Guidelines

1. Bicycles and skateboards will be walked on all parts of the school campus, including the sidewalk in front of the school. Bikes should be parked in the provided bicycle racks. Bike locks are strongly recommended. Rollerblades are not allowed on school grounds. Regular shoes must be worn on school grounds. California law currently requires children to wear helmets while riding bikes, scooters, skateboards, or skates. Parents, please review traffic and safety rules with your children so their trip to and from school will be safe. Regular shoes must be worn on school grounds. Wheeled shoes are acceptable footwear, but the wheels may NOT be used at school in the hallways or on the playground.
2. Toys are to remain at home unless the teacher or principal gives special permission. Only classroom equipment and materials will be allowed at school.
3. So that no child feels overlooked, please do not distribute party invitations or thank-you cards at school. Please follow the guidelines of the district's Wellness Policy when sending treats to classroom celebrations. Board Policy 5030 states, "Parents are encouraged to support the District's nutrition education efforts by considering nutritional quality when selecting foods sent to school, either for individual or for class consumption." The entire board policy may be viewed online at <https://boardpolicy.pgusd.org/2015/12/22/5030-student-student-wellness-health-and-physical-education/>.
4. Students are not to leave the school grounds during school hours without being signed out in the office. If you know ahead of time that your child will be leaving early, please send a note to the teacher. The child is then called from the classroom to meet the parent in the office. Only people listed on the emergency card may pick up the child unless we have a written, signed note from the parent. If office staff does not know the person coming to pick up a child, the adult will need to show identification before the child will be released.[JW1]
5. Students are not to bring gum, candy, and soda pop to school.
6. Students should not be picked up at their classroom. Please find a convenient, safe place outside the building to meet your child after school.
7. PLEASE, PLEASE, PLEASE — **DO NOT DOUBLE PARK** in front of the school to pick up or drop off your child. This is illegal. There are many safe places to park around the side streets and the back of the school that do not increase the congestion in front of the school. For the safety of all children, please park and meet your child in a safe place.

8. Please adhere to the 3-minute parking rule in front of Robert Down School (on Pine Avenue) between 8:20-8:50 A.M. Do not park here if you need to come into the school. This area is strictly a quick drop-off/pick-up zone. Spruce Avenue between 12th and 13th streets is also a quick drop-off/pick up zone all day. There is no parking allowed on the RHD side of the street.
9. Students who ride the bus to school are required to purchase a bus pass through the P.G.U.S.D. District Office. The cost per student is \$100 per year (\$150 for two or more students), or \$80 per semester (\$120 for two or more students). Students who fail to follow the directions of the bus driver may lose the privilege of bus transportation.
10. Dogs are not permitted on campus with the exception of service dogs.
11. In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. (20 U.S.C. 6083, Labor Code 6406.5) The Board further prohibits the use of tobacco products and e-cigarettes at all times on district grounds and facilities.
12. To make sure your child is ready for school, California Education Code now requires that your kindergarten or first-grade child has an oral health assessment (dental check-up) by May 31 of his/her first year of school. Assessments that have happened within the 12 months before your child enters school also meet this requirement. The assessment must be done by a licensed dentist or registered health professional. A waiver is also available. If you have not completed the oral health assessment, please contact the school office and you will be provided the information needed to complete the process.
13. At the start of each year, parents are asked to complete an emergency card for each of their children. If a child has a condition that could result in an emergency situation during the school day, we make every effort to contact the parent to develop a specific emergency plan and attach a copy to the emergency card. If you believe this applies to your child, and would like to develop a plan, please contact our health clerk at 646-6540.

CA Assessment of Student Performance and Progress/Smarter Balanced Test (SBAC)

CAASPP/SBAC testing is administered to students in grades 3, 4, and 5 every year. These are state-mandated tests. It is vital that all students participate and give their best effort. RHD's results have provided our school to be eligible for Blue Ribbon recognition at the state and national level. P.G.U.S.D. administers Interim Formative Assessments (IFAs) three times throughout the year to help students hone their keyboarding and computer-based test-taking skills.

Library Policy

The library is open from 8:30 A.M. to 3:00 P.M. daily. Please use inside voices and do not bring food or drink while visiting. Students may be in the library outside of their regular class visit with a note from their teacher and if the librarian is present.

Library books may be checked out for one week at a time and then must be renewed or returned. Students must take responsibility for the replacement of damaged or lost materials. Additional items will not be checked out for use outside of school until the lost item is returned, paid for, or replaced. Replacement copies are acceptable as approved by the librarian.

Computers are available with access to the Internet. Students may use the Library Web Page to access the catalog and reference resources. Students must have a Technology User Agreement on file with the school in order to use the Internet. Misuse may result in disciplinary consequences and the loss of privileges.

Physical Education

All K-5 students participate in Physical Education for thirty minutes each day. The State Board of Education requires each elementary aged child (Grades 1-5) to participate in a minimum of 200 minutes of Physical Education every ten days.

1. **APPROPRIATE DRESS**—It is very important that your child wears comfortable, loose clothing that allows movement. It is even more important that comfortable, supportive, closed-toe, athletic shoes are worn. UGGS, CROCS, SANDALS, FLIP- FLOPS, DRESS SHOES, HIGH HEELS, and BOOTS are not acceptable. If your child does not wear appropriate shoes, he/she will not be allowed to fully participate in our Physical Education class and will not get credit for that day. Some students opt to bring a change of shoes in their backpacks for physical education.
2. **JACKETS, SWEATSHIRTS, AND SWEATERS**—In Pacific Grove, the weather is constantly changing: foggy, hot, windy, drizzly, gorgeous, etc. Our students tend to dress in layers. Please put your child's first and last name on the inside of jackets, sweatshirts, and sweaters. If something has been left or forgotten at school, remember to check the Lost and Found, which is located outside the Cafeteria near Room 20.
3. **MEDICAL EXCUSES AND NOTES**—If your child cannot participate in Physical Education class due to an illness or injury, the parent or guardian should send a written note to school. If your child needs to be excused from class for more than three days, a note is needed from your child's doctor stating the nature of the illness or injury, and approximately when the child can return to Physical Education class. For an extended illness or injury (four weeks or longer), a written release from the doctor stating your child is healthy and able to return to physical education is required.
4. **EQUIPMENT & SAFETY**—Your child's safety and that of others is our primary concern. Any unsafe behavior or misuse of equipment will cause a student to sit out from the class activity. Parents will be notified of serious incidents or when their child is having repeated difficulty staying safe in Physical Education class.
5. **PHYSICAL EDUCATION EXPECTATIONS OF BEHAVIOR**—As with all classrooms, the Physical Education program has a behavior policy that is provided to each student. This policy teaches moving with control, respecting self and others, developing self-esteem, communication skills, and solving conflicts.

6. PHYSICAL FITNESS TESTING (5th Grade)—Per Education Code Section 60800, each spring, 5th-graders participate in the CA Physical Fitness Testing in six categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. All results are confidential and only shared with the CA Dept. of Education and P.G.U.S.D. Physical Education staff. For more information, please visit <https://www.cde.ca.gov/ta/tg/pf/>.
7. OFFICE HOURS AND CONFERENCES—The Physical Education teacher, Ms. Tobin, is available before and after school and during prep time. Please call or email the teacher at ptobin@pgusd.org if you wish to schedule an appointment.

Campus Safety and Emergency Guidelines

In the event of a serious emergency:

1. RHD staff has been trained in the Big Five School Safety Protocols (Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation) and will take appropriate actions in any emergency. The office will establish a communication center along with a first aid center, if needed, during an evacuation on Jen Hinton Field.
2. Teachers will keep all of their students together until a family member or individual listed on their emergency card arrives to pick up their child.
3. When coming to the school to pick up children after an evacuation to Jen Hinton Field, Kindergarten-2nd grade adults should come with proper ID to the Spruce/13th Street gate, and 3rd-5th grade adults to the Junipero Avenue (field) gate. RHD staff must identify everyone from emergency cards before students are released and will guide students to the proper gate for pick up. Adults should not enter campus through any other entrances due to emergency personnel's need to access the area to investigate the emergency. Do not add yourself to the problem (fire, gas leak, falling debris, etc.). Keep yourself safe in order to bring your student home.
4. Parents will not be able to pick up students directly from the classroom (unless this has been determined as a safe pick-up area) and are discouraged from entering campus. Students will be called to the office or student-release area to meet their parents. Students will be dismissed directly to parents by the classroom teacher only if the parent has checked in with office personnel at the proper gate during an evacuation/student release, or through the office if another location has been determined for pickup.
5. Alternative sites for student release will be the PGMS pick-up circle (Kindergarten-2nd grades use the Sinex side and 3rd-5th grades use the Hillcrest side) **OR** the PG Community Center/tennis courts if PGMS is not available.

Information for Families in Transition

The Local Education Agency (LEA) provides the parents or guardians of homeless children and youth opportunities to participate in the education of their children.

Homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth. If you have uncertain housing, a temporary address, or no permanent physical address, federal and

California laws guarantee that your children may be enrolled in their school of origin or enroll in a new school. If this describes your family's living situation or if you are a student not living with a parent or guardian, please contact the principal at Robert Down School or PGUSD Homeless Liaison, Ms. Clare Davies, at the District Office at (831) 646-6523.

Playground Supervision and Guidelines

Our playground will be properly supervised for the safety and welfare of our students. We have some wonderful places for children to play with the following supervision and guidelines to be maintained:

1. Kindergarten will remain on the primary playground. Grade 1 will remain on the primary playground for the 10-minute recesses and may play on the intermediate playground during lunch recess. Grade 2 may play on the primary or the intermediate playground, and Grades 3-5 will remain on the intermediate playground.
2. During the 10-minute recess periods (9:55-10:05 and 1:55-2:05), intermediate students are to remain on the blacktop and play-structure areas only. The upper field is open during lunch recess with designated areas for Grade 1-5 students.
3. The recesses are designed to allow children to have a snack, go to the restroom, play, and socialize. During this time, chasing and tag games or other rough activities are not allowed in order to avoid children running into others or receiving injuries through falls. (We have made a special effort to have extra equipment such as balls, jump ropes, etc. available to give the children as many options as possible.)
4. Do not climb the trees or hang on branches.
5. At recess time, students must be on the playground and out of the hallways unless directed to the office by an adult.
6. Students should go across the bars in one direction at a time and never on top of the bars.
7. No jumping off the playground structure.
8. When using the slide, walk up the stairs and slide down the slide only in a sitting position.
9. Follow all P.E. rules for game playing.
10. Children are to eat their snacks at the benches or picnic tables before playing. We encourage fruits, vegetables, dairy, lean protein, whole grains, and nutritionally rich foods to give children lasting energy. Please do not send children with soda, gum, or candy, which does not provide the nutrition needed to be the best student possible.
11. Toys are to be left at home unless there is special permission given by the teacher.
12. At the end of the recess, a bell will sound. The children are to immediately stop what they are doing and stand still until released by the teachers on yard duty. The children will be instructed to walk to their class line.
13. There will be no ball playing on the primary grass area before or after school due to the amount of parents and siblings during drop off and pick up.

Off-Limit Play Areas:

- ◆ West side of the main building
- ◆ Outside fenced playground area. Let a supervisor know if a ball goes over the fence.

Lunch and Cafeteria Guidelines

- ◆ The District has adopted a wellness program, which asks parents to send healthy foods for snacks, lunch and classroom celebrations.
- ◆ Lunch is from 12:05-12:50 for 1st-5th grade students, and from 11:55-12:40 for kindergarten students.
- ◆ Students may purchase a hot lunch for \$3.00
- ◆ Milk may be purchased for \$0.50 for those not purchasing lunch.
- ◆ Families are encouraged to apply for free and reduced meals at any time during the school year. Free and reduced meal applications are available in the school office or the cafeteria. [JW2]
- ◆ Every student has a lunch account
- ◆ Parents will receive weekly calls and emails reminding them that there is money owed on their student's account.
- ◆ All outstanding balances need to be paid by the end of the current school year.
- ◆ Families may apply for free and reduced meals at any time during the school year. Free and reduced meal applications are available in the school office or the cafeteria.
- ◆ Parents are encouraged to pay in advance for meals. At any time during the school year, parents may pay online at www.EZSchoolPay.com or by sending money to school to be applied to their student's meal account. You will need your child's student ID number in order to pay online. You can get this number by calling the school office. If you send money with your child, it needs to be dropped at the office in the morning and clearly labeled with your child's name and teacher's name so the money is applied appropriately. As the student makes purchases in the cafeteria, the amount will be deducted from the balance.
- ◆ If there is no money on your child's account and they are not eligible for free meals, the purchase of meals and food items will be charged to their account.
- ◆ If the balance reaches a negative \$10.00 the student will only be allowed to charge a full meal until the balance is paid in full. No other item e.g. milk or water will be allowed to be purchased.
- ◆ Site Principals will be notified when student's negative balances reach \$25.00..
- ◆ When finished eating, students will clean their area, raise their hand to be excused and, when excused, will recycle their trash and walk to the play area. We applaud students who are able to bring a "zero-waste" lunch to school.
- ◆ For more information regarding the cafeteria lunch, please call 646-6521

Additional Guidelines for Students

- ◆ While waiting in line for hot lunch, keep your hands to yourself and use quiet voices.
- ◆ Walk in the cafeteria at all times.
- ◆ You may talk quietly in the cafeteria – use "inside" voices.
- ◆ While eating, remain seated and use appropriate table manners.
- ◆ Students must stay seated in the cafeteria for at least twenty minutes.
- ◆ When students are finished eating and wish to be excused, they should:
 - Clean their area – Wait to be excused
 - Raise their hand – Walk to the playground

Negative Lunch Account Balances

- ◆ Every student has a lunch account.
- ◆ Parents are responsible for their student's lunch account.
- ◆ Meals should be pre-paid and accounts should be kept current.
- ◆ If there is no money on a child's account and he/she is not eligible for free meals, the purchase of meals and food items will be charged to his/her account.
- ◆ If the balance reaches a negative \$10.00, the student will only be allowed to charge a full meal until the balance is paid in full. No other item, like milk or water, will be allowed to be purchased.
- ◆ Site Principals will be notified when a student's negative balance reaches \$25.00.
- ◆ As a courtesy, the Food Service Program emails and calls overdue information at least once a week using the School Messenger system.
- ◆ Students are reminded when their balance is low and also when the accounts become overdrawn.
- ◆ The Nutrition Director will also notify parents when accounts are overdrawn.

Payments can be made using either cash or checks (made payable to P.G.U.S.D. Food Service).

Parents may create an account on EZSchoolPay.com using their student's name and student's number and may pre-pay using a debit or credit card.

Allowing charges to accumulate can lead to financial losses to the Food Service Program and is unfair to the families that do pay for their meals. If unpaid charges become excessive, the District reserves the right to take steps deemed necessary to collect charges owed and to prevent further loss to the District. These actions can include, but are not limited to:

- offering an alternative meal
- initiating collective agency actions proceedings, which may affect a parent's personal credit rating
- denying campus activities

If you have any questions or concerns, please feel free to call the Nutrition Director at 646-6521.

Assembly Guidelines

Before Assembly:

- All students must walk into the "Ottertorium" in a quiet, orderly manner.
- Teachers will direct students to their assigned seating area.
- Parents are to sit in the back of the "Ottertorium," behind the fifth-grade classes.

During Assembly:

- Give the performers the courtesy of proper attention
- Clap at the appropriate time.

After Assembly:

–When the assembly is over, students will leave in a quiet, orderly manner under the direction of their teacher.

Toolbox Training ~ Building Resilience, Self-Mastery and Empathy for Others

We believe in empowering your children to learn how to manage their emotions and solve their own problems. We teach students how to strengthen and develop their own innate capacity to form a cohesive and caring community at school. The Toolbox social-emotional program gives the staff and students a common language and methods of fostering healthy relationships and well-being for each student. Toolbox lessons are taught within grade level homerooms as well as once per week during P.E. (*See Page 22 for a poster of the 12 tools used with this program.*)

On the playground, the students are taught to use Rock, Paper, Scissors to keep games moving along, as well as the Three-Step Plan for Conflict Management:

1. Use Your Words

Students are encouraged to tell others what they think and feel in a respectful manner.

2. Walk Away

Students are encouraged to walk away when they can't manage a situation or solve a problem (cool off). It is hard to fight or argue with someone if you are not there.

3. Get Some Help

If students cannot solve the problem, seek adult help. On the playground, find a staff member in the role of Yellow Jacket.

School to Home Communication and Parent Conferences

To assist parents in receiving regular information, the RHD office and principal will send emails and texts to parents via our Illuminate system regarding upcoming events and important announcements. Additionally, *The Otter Times* school newsletter will be sent to every family. Classroom newsletters are sent out on a regular basis from all teachers. Parent conferences will be formally held as noted in the calendar, and others will be scheduled as needed by either the parent or the teacher. Student report cards will be sent home during the fall and spring parent conference times, as well as at the end of the school year. If you need assistance in this area, contact your child's teacher or call our office at 646-6540.

Homework

In consultation with parents and students, the elementary educators of Pacific Grove Unified School District have developed our homework policy. All groups recognize that quality homework should support the content being taught in classes and should develop a love of learning in students. Our homework plan seeks to build study skills in students as they progress through school while allowing students plenty of time after school to play with friends and spend time with their families.

Homework assignments are given Monday through Thursday. Long-term projects may be worked on during holidays or weekends; however, ample time is given so that every long-term project can be completed by consistently working on the project Monday through Thursday during the school weeks prior to the deadline.

Time spent on homework should be approximately 10 minutes times the grade level in 1st to 5th grades (1st grade = 10 minutes, 2nd grade = 20 minutes, 3rd grade = 30 minutes, 4th grade = 40 minutes, 5th grade = 50 minutes). For grades 1 and 2, the total homework time is exclusive of required reading time. For Grades 3 through 5, homework time is inclusive of required independent reading time. Should your child's homework time consistently exceed the expected amount, please speak with your child's teacher.

Weekly activities bags are sent home for kindergarten students. While completing activity bags is optional, daily reading with your kindergarten child is recommended.

Some homework in the upper grades requires access to a computer and Wi-Fi outside of the school day. If you do not have a computer and/or a Wi-Fi connection available to you, please see your child's teacher.

Grades on the report card for each subject area reflect mastery toward content standards. The report card homework grade reflects the student's completion, effort, and utilization of a growth mindset in all homework assignments.

Homework provides opportunities for all students to build study habits, self-discipline, and time management. Please contact your child's teacher if your child truly lacks understanding of a concept during the completion of homework. Always encourage your child and praise their efforts and improvements. If your student is absent, you may request homework when you call the absence line prior to 8:30 A.M. The absence line is available 24 hours a day at 646-6663.

Teachers will regularly monitor and evaluate the amount of time homework assignments are taking students to complete. Staff will assess and recommend any adjustments, as needed. If possible, teachers assigning technology-dependent homework assignments will offer non-technology-dependent homework assignments as an alternative, if possible.

School staff will make every effort to coordinate projects and larger assignments so that conflicts in due dates will be minimized.

For more information regarding homework, please see P.G.U.S.D. Board Policy 6154 at www.pgusd.org.

Homework Guidance

A consistent time and place for study is important to your child's learning. The area should be comfortable and quiet (free from distractions), and well lit. A small table can serve as a desk. To minimize interruptions during study, help your child organize supplies (pencils, erasers, rulers, dictionary, paper, crayons, etc.) and have these materials nearby and ready to use.

Be sure your child understands the homework and review the directions or work a problem together to reinforce the concept. Be available for your child during homework time and share the completed assignments before they are returned to school but DO NOT do the homework the child is to complete.

Rules of Conduct

We believe that:

- ◆ All teachers have a right to teach without interruptions.
- ◆ All students have a right to learn without being disturbed by others.

In support of our beliefs, the following Rules of Conduct apply to all students:

- ◆ Students will come into the school building quietly and on time.
- ◆ Students will follow the directions of all teachers and other school personnel, the first time they are given.
- ◆ Students will be polite and respectful to adults and other students at all times.*
- ◆ Students will not use inappropriate language (swearing*, teasing, name-calling, put-downs) at any time.
- ◆ Students will not bring candy, gum, or soda to school at any time.
- ◆ Students will keep their hands, feet, and other objects to themselves.
- ◆ Students will show respect for the property of the school and the belongings of others.
- ◆ Students will settle differences without fighting. **
- ◆ Students will arrive at school punctually and with homework completed as assigned.

* In the case of swearing and/or obvious disrespect, the student may be suspended immediately.

** In case of fighting, students will be suspended.

Consequences

1st Occurrence: Teacher notified and staff member speaks with child.

2nd Occurrence: Teacher speaks with child's parent and informs principal.

3rd Occurrence: Teacher speaks with principal and principal contacts parents.

Note: Our staff seeks teachable moments for students as well as appropriate consequences.

Student Alternative Discipline

The goal of discipline is to maintain a positive atmosphere for learning while teaching students to be responsible citizens. Like citizens in any community, students must obey the rules to assure that individual rights are not violated by the misconduct or disruptive acts of others. Administrators and staff are delegated the authority and responsibility to ensure that the desired goals of equal educational opportunities and an environment conducive to learning are achieved. When students misbehave, we give them the opportunity to correct their inappropriate behavior and to find a way to make better choices for themselves. Home and school share the responsibility of helping students develop the life-enhancing capability of self-discipline.

When students are sent to the office to meet with the principal for a violation of CA Ed Code, a three-pronged approach will be used to correct their behavior: Restorative, Reflective, and Instructional.

- When it is appropriate, an opportunity for the student to **restore** the relationship between themselves and the stakeholder/offended will occur. This is where the Toolbox “Apology and Forgiveness Tool” is used to repair harm.
- An opportunity for the student to reflect on decisions and behaviors verbally and/or through writing. Three questions will be asked regarding the student’s behavior(s):
 - Was it safe?
 - Was it kind?
 - Was it my personal best?
- A teaching opportunity will occur to target the function of the behavior and to help the student learn the skills (Toolbox) needed to not engage in the behavior again.

Suspension is seen as a last resort for student discipline if alternatives are not working to end unnecessary behaviors. Students are suspended for very serious violations of CA Ed Code 48900. Suspended students shall be excluded from all school-related extracurricular activities during the period of off-campus suspension. A suspension may also include, but is not limited to, the loss of participation in school-related activities (such as field trips, school performances, sporting events, classroom/school celebrations, etc.).

The PGUSD Board approved a district-wide discipline matrix which is available in the office and online at <https://robertdown.pgusd.org/discipline-matrix-for-parents/>.

Good Citizen Program “You Otter Be A Good Citizen” Otter Club



Effective the first day of school, we establish the Robert Down Good Citizen Otter Club. This is a club established to encourage and recognize appropriate school attitudes and behaviors.

The following criteria are suggested for monthly selection of Otter Club members:

- Students will do their best on assigned work at school and at home.
- Students will be respectful to others; no name-calling, put -owns, teasing, etc.
- Students will show proper respect for all adults.
- Students will not hurt others or engage in activities that might be unsafe.
- Students will not use vulgar or inappropriate language or gestures.
- Students will not fight.
- Students will respect all personal and school property.
- Students will use appropriate table manners when eating.

- Students will be helpful and considerate to others.
- Students will arrive to school on time.

Recognition and Awards

Each month, teachers will select good citizens from their class to participate in the Otter Club and will provide the principal with the names of those students. The principal will make monthly presentations in each classroom, whenever possible, to announce the Otter Club recipients. Those students who have made the club for at least seven months will be invited to a special celebration at the end of the school year.

Caught Being Good

The entire staff of Robert Down School will be on the lookout for students performing acts of kindness during the school day. Students “caught being good” will be given a recognition card and a well-deserved pat on the back. Students may put their cards in the “Caught Being Good” box in the school lobby. At every Random Act of KIDNESS assembly, all are acknowledged for their good deeds and 12 students’ names are drawn from the “Otter” box for a special get-together with the principal.

Volunteer Opportunities

We can use your help in the education of your child. It is absolutely essential that you be involved in your child’s schooling. There are two places where you can be involved: at home and at school. First and foremost, your consistent involvement at home will have the most positive impact on your child’s learning and is the most realistic for most parents. Please make sure that you are reading the notes coming home from school and are aware of the work being assigned. Make sure your child, not you, does the work. Offer your assistance only if necessary. Secondly, volunteering at the school during school hours or after school and on weekends is an extremely useful and gratifying way to help. For the safety of our students and volunteers, all volunteers are required to complete Live Scan Fingerprinting at the Pacific Grove District Office. Paperwork can be picked up in the Robert Down lobby kiosk or online at pgusd.org. Please call 646-6593 to schedule your appointment. Once clearance has been verified, volunteers will be under the direct supervision of a staff member and will not work alone with students. See below for some suggestions and how you might help.

- ◆ Classroom helpers for a variety of subject areas (reading, writing, spelling, math, art, etc.), listening to children read, working with particular groups or stations as the students rotate, or doing drill and practice with individuals or groups. Parents who can help on a regular basis in this way should contact your teacher to see what is needed.
- ◆ Assist with classroom projects, or work on the bulletin boards or other special needs.
- ◆ Assist with costumes for the Butterfly Parade or drama productions.
- ◆ Participate in P.T.A.

- ◆ Assist in the library.
- ◆ Help on Pride Days, which are held twice a year on a weekend to paint, build, clean, garden, fix, and beautify our school buildings and campus. (Board Policy #7230)
- ◆ Be an art or garden docent.
- ◆ Chaperone a field trip.
- ◆ Assist the office or teacher with clerical work.
- ◆ Sign up to be your classroom PTA liaison.
- ◆ Assist the classroom liaison in special schoolwide projects sponsored by your child's grade-level team.



Guidelines for Robert H. Down School Volunteers and Parents/Guests



We love our parents and volunteers, and are thankful for your effective involvement. The staff has put together some guidelines to develop a healthy climate of respect and professionalism.

1. Your role in the classroom is important. Please remember to:
 - Give appropriate praise and motivation.
 - Use tutoring strategies such as: repeat directions to the student, allow the student to complete task on his/her own, take a different approach, model a correct response, use visuals, etc.
 - Use appropriate language to guide students rather than just give the answer.
 - Avoid negative comments such as, "Don't act like a baby" or "You should know this."
 - Let children make a mistake and say, "Try that again."
 - When a child says, "I don't get it" or "I don't know what we're doing," state the activity in a new way. The teacher will be available should a student need additional help that the parent or volunteer may not be able to provide.
 - Help all students, not just your own child.

- Allow your own child to be self-reliant in the classroom.
2. Volunteers need to be trained on the operation of all machines and where/how supplies are utilized. There will be group training at the beginning of each school year. New volunteers should contact the office manager and make an appointment for training since there will be periodic training times available during the school year.
 3. Volunteers and parents should display appropriate behavior in the hallways. We would appreciate the hallways being clear during school time (8:45 A.M. to 3:10 P.M.).
 4. Student behavior is private and is to be dealt with by the teachers and other authorized personnel. Volunteers and parents should adhere to confidentiality in regard to all students. Due to IEPs and other behavior contracts, some students have different expectations and goals. Being respectful toward all students is expected by all volunteers and parents.
 5. Volunteers and guests should wear appropriate professional attire: No tank tops, shorts, revealing necklines, hats (indoors), or inappropriate sayings on clothing. Inappropriate tattoos should be covered. Use professional language. No slang, please.
 6. Do not discipline. Let the teacher take over in that area since he/she knows what the child may be working on behaviorally, or if the child has issues affecting behavior that day.
 7. Volunteers and parents should be actively engaged in the activity at hand. Please save conversations for outside of school rather than the back of the classroom. If a phone conversation or text must be answered, please step outside of the classroom/building.
 8. Let the teacher be in charge of the lesson and the expectations. Volunteers should take the teacher's lead and, if there's a question, ask the teacher privately. Classroom protocols are to be followed by everyone.
 9. Younger siblings should not be brought to school during volunteer time in the classroom.
 10. In assemblies, parents and volunteers (unless they are specifically helping with a student) should sit behind all of the classes and follow all assembly rules.
 11. All of the rules and regulations that govern staff and students at Robert Down apply equally to volunteers and parents. Being on campus is a privilege, not a right, for parents and volunteers. This privilege can be revoked by the administration.
 12. Your classroom teacher may have additional rules that will be given to the parents and volunteers.

Parent Teacher Association – PTA

The PTA is an essential part of the education of all children at Robert Down School. While many PTAs function as a fundraising vehicle, our PTA assists the school in many ways. The Robert Down PTA not only provides volunteer and monetary support to every classroom, it also sponsors family fun and educational nights, the annual family dinner and silent auction, book

fairs, campus pride days, Dr. Seuss Day, Teacher Appreciation Week, and many other events that enhance the overall climate of Robert Down School.

The PTA membership drive begins in August, and all families and staff are encouraged to join. To learn more about the PTA, please see your classroom liaison and attend the PTA meetings in the school library. Dates and times of meetings are posted on the signs outside of the school. Additional PTA information will be coming to you via *The Otter Times*, our PTA-sponsored school newsletter. Messages can be left for the PTA by calling 646-6540 x357.

Parent Leadership Opportunities: School Site Council and Safety Committee

The Robert Down School Site Council develops the Single Plan for Student Achievement (SPSA), which is a plan of action to raise the academic performance of all students, along with analyzing parent and student survey results to help with financial decisions. This advisory council made up of RHD staff and parents meets on the third Monday of the month from September through May at 3:30 P.M. in the principal's office. All meetings are open to the public. Please contact any member of the site council for more information.

The RHD Safety Committee, also made up of RHD staff and parents, helps oversee the Safety Plan due each fall and provides feedback on safety concerns to the staff. This committee meets on the last Tuesday of the month at 8:00 A.M. in the principal's office.



Appendix

Robert H. Down Bell Schedules

Regular Schedule (1st-5th Grade)		Regular Schedule (Kindergarten)	
8:40	Warning Bell	8:40	Warning Bell
8:45 – 9:55	Instruction	8:45 – 9:35	Instruction
9:55 – 10:05	Morning Recess	9:35 – 9:50	Recess
10:05 – 12:05	Instruction	9:50 – 12:05	Instruction
12:05 – 12:50	Lunch/Recess	12:05 – 12:50	Lunch/Recess
12:50 – 1:55	Instruction	12:50 – 1:40	Instruction
1:55 – 2:05	Afternoon Recess	1:40 – 1:50	Recess
2:05 – 3:10	Instruction	1:50 – 2:30	Instruction
3:10	School Ends	2:30	School Ends



Thursday Schedule (All Students)	
8:40	Warning Bell
8:45 – 9:55	Instruction
9:55 – 10:05	Morning Recess
10:05 – 12:05	Instruction
12:05 – 12:50	Lunch/Recess
12:50 – 1:55	Instruction
1:55	School Ends

Minimum Day Schedule (All Students)	
8:40	Warning Bell
8:45 – 9:55	Instruction
9:55 – 10:05	Morning Recess
10:05 – 12:10	Instruction
12:10	School Ends

Robert H. Down Staff Main Office – (831) 646-6540 Fax – (831) 648-8414				
Name	Email	Position	Location	Extension
Sean Keller	skeller@pgusd.org	Principal	Office	(831) 646-6540
Amy Riedel	ariedel@pgusd.org	Office Manager	Office	(831) 646-6540
Kelly Van Houtan	kvanhoutan@pgusd.org	Attendance Clerk	Office	(831) 646-6663
Cindy Waznis	cwaznis@pgusd.org	Health Clerk	Office	303
Christina Luciano	cluciano@pgusd.org	Kindergarten	A-1	121
Erica Chavez	echavez@pgusd.org	Kindergarten	A-2	122
Christina Renteria	crenteriaa@pgusd.org	Kindergarten	A-3	123
Julie Kelly	jkelly@pgusd.org	Kindergarten	E-4	316
Rachel McNickle	rmcnickle@pgusd.org	1 st Grade	E-3	134
Michelle Evans	mevans@pgusd.org	1 st Grade	E-2	133
Jacqueline Perkins	jperkins@pgusd.org	1 st Grade	E-1	132
Page Gilmore	pgilmore@pgusd.org	1 st Grade	17	117
Amanda Bradley	amanda.bradley@pgusd.org	2 nd Grade	16	116
Denise Johnson	denise.johnson@pgusd.org	2 nd Grade	13	113
Anna Darnell	adarnell@pgusd.org	2 nd Grade	15	115
Nancy Spade	nspade@pgusd.org	2 nd Grade	11	111
David Jones	djones@pgusd.org	3 rd Grade	5	105
Stephanie Perlstein	sperlstein@pgusd.org	3 rd Grade	6	106
Kris Stejskal	kstejskal@pgusd.org	3 rd Grade	3	103
Stephanie Pechan	spechan@pgusd.org	4 th Grade	10	110
Steven Ibrahim	sibrahim@pgusd.org	4 th Grade	8	108
Karen Levy	klevy@pgusd.org	4 th Grade	2	102
Mary Hiserman	mhiserman@pgusd.org	5 th Grade	4	104
Sydney Dacuyan	sdacuyan@pgusd.org	5 th Grade	9	109
Anne Hober	ahober@pgusd.org	5 th Grade	C-2	318
Patty Bloomer	pbloomer@pgusd.org	SDC Moderate/Severe	19	119
TBD		Resource Specialist	7	107
Laura Rivera	lrivera@pgusd.org	Speech Therapist	20	120
Lauren Davis	ldavis@pgusd.org	Resource Specialist	18	180
Maria Miller	mmiller@pgusd.org	ELD	D-4	142
Megan Roach	mroach@pgusd.org	Occupational Therapy	20	120
Peggy Tobin	ptobin@pgusd.org	Physical Education	C-3	319
Jared Masar	jmasar@pgusd.org	Choral Music	C-3	319
Teresa Hruby-Purcell	thruby-purcell@pgusd.org	5 th Instrumental Music	C-3	143
Linda Williams	lwilliams@pgusd.org	Intervention	Loft – 1	138
Jackie Kite (M-Th) Zepher Whitaker-Adams (F)	jkite@pgusd.org zwhitaker-adams@pgusd.org	Pine Ave. Co-Op	Co-Op	(831) 646-6583

Robert H. Down Support Staff				
Main Office – (831) 646-6540 Fax – (831) 648-8414				
Name	Email	Position	Location	Extension
Anne Scanlon	ascanlon@pgusd.org	Librarian	Library	112
Dessie Zanger	dzanger@pgusd.org	Psychologist	Loft – 2	140
Sonda Frudden	sfrudden@pgusd.org	Counselor	Loft – 3	139
Daniel Schwartz	dschwartz@pgusd.org	Computer Tech	C-1	317
Summer Coe	scoe@pgusd.org	Food Service	Cafeteria	131
TBD		Food Service	Cafeteria	131
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Evelyn Franco	efranco@pgusd.org	BASRP afternoons	D-1	
Ryan Rodewald	rrodewald@pgusd.org	BASRP afternoons	D-1	
Tammie Kirmil	tkirmil@pgusd.org	BASRP afternoons	D-1	
Tamami Pisano	tpisano@pgusd.org	Garden Coordinator	Garden	(831) 646-6540
Edward Overstreet	eoverstreet@pgusd.org	Head Otterstodian		
John Intagliata	jintagliata@pgusd.org	Head Night Custodian		
Andrew Terry	aterry@pgusd.org	Night Custodian		
RHD Instructional Aides				
Nargess Akhavi	nakhavi@pgusd.org	Kindergarten	A-4,A-1	(831) 646-6540
Norma Barakat	nbarakat@pgusd.org	Kindergarten	A-4,A-3,A-2	
Melissa Gibson	mgibson@pgusd.org	Kindergarten	A-2,A-3,A-3	
Pam Chrislock	pchrislock@pgusd.org	2 nd	16,15,13,11	
Adrienne Taylor	ataylor@pgusd.org	1 st	E-2,E-3,E-1,17	
Leslie Horn	lhorn@pgusd.org	2 nd & 3 rd RSP/Noon Duty	18,13,16,11,	
Alexandria Arguilez	aarguilez@pgusd.org	3 rd	18,3,6,5,	
Caroline Wade	cwade@pgusd.org	Intervention/4 th	Loft -1,11,2,8,10,4	
Joanie Rodewald	jrodewald@pgusd.org	4 th & 5 th RSP/Noon Duty	7,4,8,9,C-2,10	
Audrey Kitayama	akitayama@pgusd.org	Intervention/4 th & 5 th	7,2,10,4,9,C-2,8	
Breanne Casas	bcasas@pgusd.org	SDC	19	
Corey Nieblas	cnieblas@pgusd.org	SDC	19	
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Kyle Villacencio	kvillacencio@pgusd.org	SDC	19	
Andrea Webb	awebb@pgusd.org	SDC	19	
Roberto Dixon	rdixon@pgusd.org	Physical Ed/Noon duty	PE	
PGUSD District Office and Board of Education				
Dr. Ralph Gomez Porras	Superintendent rporras@pgusd.org	John Paff	Board President jpaff@pgusd.org	
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Ani Silva	Curriculum Director asilva@pgusd.org	Cristy Dawson	Trustee cdawson@pgusd.org	
Bruce Cates	Technology Director bcates@pgusd.org	John Walton	Trustee jwalton@pgusd.org	
Matthew Binder	Digital Learning Director mbinder@pgusd.org	Matt Kelly	Maintenance/Transportation matt.kelly@pgusd.org	

180 day calendar

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
ROBERT H. DOWN ELEMENTARY SCHOOL**

2019-2020

	M	T	W	T	F	
Aug				1	2	8/2 - Professional Development Day
	5	6	7	8	9	8/6 - Teacher Prep Day (Non Student/Work Day)
	12	13	14	15	16	8/6 - Meet & Greet 2:00 PM (K and 1 st Grade Only) Class Lists Posted
	19	20	21	22	23	8/7 - First Day of School/Work Welcome Coffee with Principal 8:40 AM
	26	27	28	29	30	8/9 - Welcome Back Student Assembly 10:15 AM (Ottortorium)
						8/15 - Back to School Night 5:40 PM Ottortorium 6:00 Classrooms
Sept	H	3	4	5	6	9/2 - Labor Day Holiday
	9	10	11	12	13	9/6 - Hopkins Marine Calendar Assembly 10:15 AM
	16	17	18	19	20	9/16 - R.A.K. 10:10 AM (2 nd Grade)
	23	24	25	26	27	9/18 - School Pictures
	30					9/21 - Walk With P.R.I.D.E. 8:00 AM (Lover's Point)
Oct		1	2	3	4	10/5 - Butterfly Parade & Bazaar
	7	8	9	10	11	
	14	15	16	17	18	10/14-10/18 - Fall Break
	21	22	23	24	25	10/25 PTA Halloween Party
	28	29	30	31		10/31 - Halloween Parade 1:00 PM
Nov					1	11/4-8 Parent Conferences (Min. Day)
	4*	5*	6*	7*	8*	11/8 - Veterans Day Assembly 9:00 AM
	H	12	13	14	15	11/11 - Veterans Day Holiday
	18	19	20	21	22	11/13 - School Picture Retakes
	25	26	27*	H	LH	11/19 - R.A.K. 10:10 (4 th Grade)
						11/28-29 - Thanksgiving Holiday
Dec	2	3	4	5	6	
	9	10	11	12	13	12/16 - 3 rd , 4 th , & 5 th Holiday Program, 6:30 PM
	16	17	18	19	20*	12/17 - K, 1 st , & 2 nd Holiday Program, 6:30 PM
	23	LH	H	26	27	12/23-1/3 - Winter Break
	29	LH				
Jan			H	2	3	12/23-1/3 - Winter Break
	6	7	8	9	10	1/6 - Teacher Prep Day (Non Student Day)
	13	14	15	16	17	1/10 - Dance with My Daughter
	H	21	22	23	24	1/20 - Martin Luther King Holiday
	27	28	29	30	31	1/22 - 100 th Day of School
						1/24 - Glow Crazy with Your Son
						1/28 - R.A.K. 10:10 AM (Kindergarten)
Feb	3	4	5	6	7	2/4 - Spelling Bee, Top 20
	10	11	12	13	14	2/5 - Final Picture Day (New Students Only)
	H	LH	LH	20	21	2/7 - Art Night
	24	25	26	27	28	2/17-21 - Presidents' Holiday
						2/24 - Professional Development Day (Non Student Day)
Mar	2	3	4	5	6	3/2 - Dr. Seuss' Day/Read Across America
	9**	10**	11**	12*	13*	3/9-13 - Kindergarten Parent Conferences (Min. Day)
	16	17	18	19	20	3/11-13 - 1 st - 5 th Parent Conferences (Min. Day)
	23	24	25	26	27	3/25 - Incoming Kindergarten Parent Orientation 6:00 PM
	30	31				3/31 - R.A.K. 10:10 AM (3 rd Grade)
Apr			1	2	3*	
	6	7	8	9	10	4/6-4/10 - Spring Break
	13	14	15	16	17	
	20	21	22	23	24	4/28 - R.A.K. 10:10 AM (1 st Grade)
	27	28	29	30		4/30 - Open House 5:45 Ottortorium 6:00 PM Classroom Visits
May					1	5/4-22 - 3 rd , 4 th , 5 th , CAASPP Testing/SBAC
	4	5	6	7	8	5/14 - 5 th Grade Music Concert
	11	12	13	14	15	5/18 - R.A.K. 10:10 AM (5 th Grade)
	18	19	20	21	22	5/25 - Memorial Day
	H	26	27	28	29*	5/29 - Last Day of School - Spring Dance 10:00 AM

*Minimum Day 12:10 PM dismissal for ALL students: **Minimum Day 12:10 PM dismissal Kindergarten Students ONLY H = Holiday, LH = Local Holiday.

*A hundred years from now
it will not matter
what my bank account was,
the sort of house I lived in,
or the kind of car I drove.
But the world may be different,
because I was important
in the life of a
Robert H. Down Student!*

- *Forest E. Witcraft, Teacher & Scholar
(With an RHD twist!)*



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

SUBJECT: Board Calendar/Future Meetings

DATE: May 23, 2019

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, 2018-19 School Year

Jan. 17	Regular Board Meeting ✓ Report on Governor's Budget Proposal ✓ Preliminary Enrollment Projection for 2019-20 ✓ Property Tax Update ✓ Quarterly District Safety Update*	Adult School (School Site Visit)
Jan. 31	Regular Board Meeting ✓	Community High School (School Site Visit)
Feb. 13 <i>*Wednesday</i>	Regular Board Meeting ✓ Budget Development Calendar ✓ Possible Personnel Action Presented as Information ✓ Preliminary Review of Site Master Schedules ✓ Board Priorities for 2019-20 Instructional Program Design ✓ Possible Personnel Action (RIF) ✓ Quarterly Facilities Project Updates*	District Office
Mar. 7	Regular Board Meeting ✓ Second Interim Report ✓ Budget Revision #4 ✓ Open House Schedules Reviewed	District Office
Mar. 21	Regular Board Meeting ✓ Budget Projections and Assumptions ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report ✓ Quarterly District Safety Update*	District Office
Apr. 4	Regular Board Meeting ✓ Review of Strategic Plan and LCAP ✓ Begin Superintendent Evaluation ✓ Approve 2019-20 Aug.- Dec. Board Meeting Calendar	District Office
April 25	Regular Board Meeting ✓ Review of Site Master Schedules ✓ Review of Strategic Plan and LCAP (as needed) ✓ Review of Facilities Depreciation Schedule ✓ California Day of the Teacher ✓ Week of the CSEA Employee	District Office
May 2	Regular Board Meeting ✓ Begin Superintendent Evaluation ✓ Final Review of Site Master Schedules ✓ Review of Strategic Plan and LCAP (as needed) ✓ Employee Recognition	District Office
May 15 <i>*Special Meeting</i> <i>*Wednesday</i>	Special Board Meeting ✓ Budget Update	District Office
May 23	Regular Board Meeting ✓ Week of the CSEA Employee ✓ Retiree Reception ✓ Review Bell Schedule for 2019-20 ✓ Continue Superintendent's Evaluation ✓ Identify Board Member Representatives for Graduations ✓ Review Facility Use Fee Schedule ✓ Review Governor's Revised Budget ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	District Office

June 6	Regular Board Meeting ✓ LCAP Public Hearing ✓ 2019-20 Budget Public Hearing ✓ Complete Superintendent Evaluation	District Office
June 20	Regular Board Meeting ✓ Adopt budget for 2019-20 ✓ Approval of LCAP ✓ Approval of Contracts and Purchase Orders for 2019-20	District Office

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

Board Meeting Calendar, 2019-20 School Year

Aug. 22	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School Night Dates ✓ Property Tax Report ✓ 2019-20 Consolidated Application ✓ Set Date for Annual Organizational meeting ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	District Office
Sept. 5	Regular Board Meeting ✓ Unaudited Actual Report ✓ Budget Revision #1 ✓ Local Control Accountability Plan Review	Forest Grove (School Site Visit)
Sept. 19	Regular Board Meeting ✓ Board Goals – Review/Revise ✓ Strategic Plan – Review/Revised ✓ Williams Uniform Complaint Report	District Office
Oct. 3	Regular Board Meeting ✓ Superintendent's Goals ✓ Bus Ridership ✓ Week of the School Administrator	Robert Down (School Site Visit)
Oct. 24	Regular Board Meeting ✓ Quarterly District Safety Update* ✓ Budget Revision #2 on 2019-20 Working Budget (Preliminary First Interim)	District Office
Nov. 14	Regular Board Meeting ✓ PGHS Course Bulletin Information/Discussion	Middle School (School Site Visit)
Nov. 21	Regular Board Meeting ✓ Intent Form Due (to serve as Board President or Vice President) ✓ Review of Special Education Contracts ✓ Quarterly Facilities Project Updates*	High School (School Site Visit)
Dec. 12	Organizational Meeting ✓ Election of 2019-20 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #3 ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition	District Office

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

- ☐ Consent
☒ Information/Discussion
☐ Action/Discussion

SUBJECT: Future Agenda Items

DATE: May 23, 2019

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 May 23, 2019 Regular Board Meeting:

Affordable Housing Project Impacts to District- Property Tax (In progress)
Counseling Study Continued (June 2019)
District Field Trips Review (August 2019)

APPENDICES

School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert Down Elementary School	27661346026496	May 15, 2019	May 23, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Mission of Robert Down Elementary School, in partnership with home and community, is to

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

In order to uphold our Mission, Robert H. Down Elementary will identify students under-performing in ELA and Math by progress monitoring their academic growth through performance on district Interim Formative Assessments (IFA), DIBELS, Scholastic Reading Index (SRI), Scholastic Math Index (SMI), curriculum embedded assessments: Superkids, Benchmark, and SWUN as well as state CAASPP assessments then providing appropriate intervention services along with increasing student opportunities to participate in after school activities/clubs, leadership/service learning projects, and social-emotional learning.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Robert H. Down Elementary 5th grade students, parents, and staff participated in the 2018-19 CA Healthy Kids Survey with 75%, 51% and 45% participation rate, respectively. 132 (29%) parents additionally participated in the 2018-19 RHD Site Council Survey. 80% of English Language Learner (EL) parents participated in a separate survey for this population. Overall opinions toward academic programs, safety, discipline, high expectations, academic progress, motivating students to learn, promoting welcoming environment, and being informed were positive. Student concerns lay in the perpetration of (90%) and victimization of (70%) being hit/pushed, rumors/lies being spread, and mean things/bad names being used toward others along with a large percent of students (44%) not having meaningful participation in school programs. This is in contrast to a reduction of students feeling harassed from 52% (2017-18) to 29% (2018-19) reported in the same survey. Parent concerns indicated not understanding/disapproving of placements for students in groups or classes (41%), whether there was enough counseling services (33%), knowledge of physical fighting having a negative effect on students (36%), bullying being pervasive on campus (34%), the cafeteria not providing adequate/healthy choices for students (44%), and not understanding or being provided a plan for college/vocational programs (73%). English Language Learner parents responded that 100% of the families believed the ELD program was beneficial for their child. Most were satisfied in communicating with teachers. An EL parent concern shared dealt with understanding how to access the handbook. Staff concerns were low due to participation rate; however, upholding a supportive environment, treating each other with respect, promoting staff trust, and having close professional relationships all reported in the 12%-15% range. Proper professional development opportunities for paraprofessionals was the largest concern for staff with 46% reporting a need for improvement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrative formal and informal classroom visits occurred 2-3 times per week with the Director of Curriculum visiting campus on Wednesdays along with several visits from various Board members, district site personnel, and new principal's mentor throughout the year. During visits, ELA, math, social studies, science, music, physical education, digital learning/STEM, art, and dance were observed and being provided with strong, standards-based lessons for students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP ELA and math scores increased 17.5 points each from 2016-17 with ELA reporting 70.3 points above standard and math 50 points above standard. English Language Learners also reported increases with 55.6% earning well developed and 27.8% scoring moderately developed in English language proficiency. Based on these results, Robert H. Down was recommended to apply for a National Blue Ribbon Award in 2019. PGUSD ELA and math Interim Formative Assessments (IFAs) were used to monitor student progress in the fall (Orange) and winter (Green) along with DIBELS reading proficiency for all grade levels and Scholastic Reading Index (SRI) being administered to 4th and 5th grade reading intervention students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

2017-18 IFAs reported some difference in 3rd grade ELA (9.55% increase) and 4th grade math (7.38% increase) student scores compared to the CAASPP assessments. Significant differences were found in 3rd math (21.88% increase) and 4th ELA (32.41% increase) when comparing IFAs to end of year CAASPP assessments; 5th grade did not attempt 2017-18 IFAs. 2018-19 Orange ELA IFA reported 71.1% overall students exceeding or met standards in grades K-5. Green ELA IFA reported 73.8% overall students exceeding or meeting standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meets requirements of NCLB.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are properly credentialed. 2018-19 district-wide professional development focused on implementation of Illuminate as attendance, grade book, and assessment gathering tool along with K-5 NGSS implementation with MCOE and Forest Grove Elementary. Math pilot teachers for each grade level participated in iReady Math and SWUN Math training throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to standards and student performance. Professional needs are assessed through meetings with PGTA and PAR committee.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

With district adoption of SWUN, all K-5 teachers will receive 9 sessions of training during the 2019-20 school year with continued math coach support for 1 hour per week for rotation of grade level PLC meetings, classroom visits, modeling of curriculum, and analysis of benchmark assessments.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

PLC/Early Release Thursday sessions calendar agreed upon by Site Leadership Team in August with goal of grade level PLCs to meet at least 2x per month.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

SWUN math pacing guides to be developed by grade levels during 2019-20. In addition, K-2 and 3-5 grade level science representatives will be working together with local districts to vet science curriculum and communicate with RHD teachers pros and cons before determining district-wide adoption recommendations for Board of Education.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All grade levels meet or exceed ELA and math instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All grade levels determine ELA and math lesson pacing. Intervention small groups for ELA, math, and writing are coordinated with teachers so students do not miss core curriculum on regular basis.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based materials are available to all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted materials are used in ELA, Math, and Social Studies. Science to be vetted during 2019-20.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Small groups in classroom, individual assistance by teacher and classroom aides, intervention program, English Language Development program, and Resource Specialist pull out and push in services.

Evidence-based educational practices to raise student achievement

PLCs, Progress Monitoring, Small Group Instruction in class and pull out services.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Fall and Spring Conferences, Counseling Parent Education Nights, Family literacy and math nights- Goal to continue these nights with PTA support if adjunct duties are not taken or made priority by Site Leadership Team.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Robert H. Down Site Council reviewed the 2018-19 SPSA and survey results throughout the year to determine goals/focus for 2019-20. RHD Leadership discussed continuing goals for ELA and math along with providing more opportunities for students to participate in lunchtime and after school programs. Staff and parents invited to May 13, 2019 adoption of 2019-20 SPSA.

Resource Inequities

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

Lack of funding for Spanish instructor for all grade levels. Research into online Spanish program that provides 25 minute, one day per week lessons for \$2500 or \$5000 for two lessons concluded it would be same cost for live instructor. PGUSD unable to afford cost at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.4%	0.20%	1	2	1
African American	1.1%	0.8%	0.61%	5	4	3
Asian	5.1%	7.2%	7.33%	24	35	36
Filipino	1.3%	1.6%	1.83%	6	8	9
Hispanic/Latino	16.0%	13.5%	14.87%	75	66	73
Pacific Islander	0.6%	0.4%	0.20%	3	2	1
White	67.6%	68.0%	63.75%	317	332	313
Multiple/No Response	8.1%	%	3.26%	38		16
Total Enrollment				469	488	491

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		87	77
Grade 1		78	90
Grade 2		78	81
Grade 3		72	77
Grade 4		92	73
Grade 5		81	93
Total Enrollment		488	491

Conclusions based on this data:

1. Overall population of RHD is declining (464 in 2018-19) but increase in one grade level requires 1 FTE teacher to move from 2nd grade to 3rd grade in order to maintain smaller class sizes. Position to follow class through 5th grade, if necessary.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	66	50	43	14.1%	10.2%	8.8%
Fluent English Proficient (FEP)	20	41	35	4.3%	8.4%	7.1%
Reclassified Fluent English Proficient (RFEP)		14	5	0.0%	21.2%	10.0%

Conclusions based on this data:

1. With English Learner (EL) population decreasing at RHD, ELD teacher will be providing additional time at Forest Grove Elementary due to their increased level of EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	74	73	79	70	72	79	70	72	87.8	94.6	98.6
Grade 4	87	90	74	84	85	69	84	85	69	96.6	94.4	93.2
Grade 5	68	83	98	64	80	97	64	80	97	94.1	96.4	99
All Grades	245	247	245	227	235	238	227	235	238	92.7	95.1	97.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2479.	2479.	2489.	44	51.43	54.17	28	22.86	27.78	20	18.57	9.72	8	7.14	8.33
Grade 4	2511.	2538.	2551.	42	57.65	62.32	29	22.35	26.09	17	9.41	7.25	13	10.59	4.35
Grade 5	2539.	2544.	2574.	33	36.25	51.55	39	33.75	31.96	13	16.25	8.25	16	13.75	8.25
All Grades	N/A	N/A	N/A	40	48.51	55.46	31	26.38	28.99	17	14.47	8.40	12	10.64	7.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	41.43	48.61	51	44.29	38.89	13	14.29	12.50
Grade 4	35	54.12	59.42	49	36.47	36.23	17	9.41	4.35
Grade 5	33	37.50	45.36	44	45.00	45.36	23	17.50	9.28
All Grades	35	44.68	50.42	48	41.70	40.76	17	13.62	8.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	47.14	51.39	39	44.29	34.72	9	8.57	13.89
Grade 4	46	50.59	57.97	42	44.71	40.58	12	4.71	1.45
Grade 5	44	40.00	59.79	47	53.75	32.99	9	6.25	7.22
All Grades	48	45.96	56.72	42	47.66	35.71	10	6.38	7.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	34.29	43.06	63	62.86	51.39	1	2.86	5.56
Grade 4	27	42.35	43.48	64	48.24	55.07	8	9.41	1.45
Grade 5	27	28.75	35.05	61	66.25	60.82	13	5.00	4.12
All Grades	30	35.32	39.92	63	58.72	56.30	7	5.96	3.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	48.57	54.17	44	42.86	40.28	10	8.57	5.56
Grade 4	35	57.65	59.42	52	37.65	40.58	13	4.71	0.00
Grade 5	48	47.50	56.70	45	41.25	34.02	6	11.25	9.28
All Grades	42	51.49	56.72	48	40.43	37.82	10	8.09	5.46

Conclusions based on this data:

1. Progress monitoring occurring to identify students requiring ELA intervention. On going discussions among administrator, intervention, and grade level teachers needs to occur to discuss specific modifications to lessons/curriculum.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	74	73	84	73	72	84	73	72	93.3	98.6	98.6
Grade 4	87	90	74	84	87	70	84	87	70	96.6	96.7	94.6
Grade 5	68	83	98	64	82	97	64	82	97	94.1	98.8	99
All Grades	245	247	245	232	242	239	232	242	239	94.7	98	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2477.	2481.	2500.	35	35.62	44.44	39	38.36	44.44	19	20.55	9.72	7	5.48	1.39
Grade 4	2502.	2539.	2532.	31	47.13	38.57	30	35.63	35.71	27	11.49	22.86	12	5.75	2.86
Grade 5	2518.	2530.	2570.	20	36.59	50.52	28	21.95	24.74	33	14.63	15.46	19	26.83	9.28
All Grades	N/A	N/A	N/A	29	40.08	45.19	33	31.82	33.89	26	15.29	15.90	12	12.81	5.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	52.05	62.50	33	38.36	34.72	12	9.59	2.78
Grade 4	40	57.47	50.00	36	32.18	41.43	24	10.34	8.57
Grade 5	36	39.02	62.89	34	26.83	21.65	30	34.15	15.46
All Grades	44	49.59	59.00	34	32.23	31.38	21	18.18	9.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	49.32	56.94	46	42.47	41.67	12	8.22	1.39
Grade 4	31	49.43	45.71	54	36.78	50.00	15	13.79	4.29
Grade 5	22	39.02	50.52	59	35.37	40.21	19	25.61	9.28
All Grades	32	45.87	51.05	53	38.02	43.51	15	16.12	5.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	52.05	54.17	55	45.21	40.28	4	2.74	5.56
Grade 4	43	56.32	48.57	40	34.48	48.57	17	9.20	2.86
Grade 5	14	32.93	40.21	56	47.56	47.42	30	19.51	12.37
All Grades	34	47.11	46.86	50	42.15	45.61	16	10.74	7.53

Conclusions based on this data:

1. Commitment of utilizing math coach to help guide SWUN implementation and 8 mathematical practices is critical.
2. Best professional practices must be used with students below standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				18

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*							*
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	*	*	*	*	*	*			18

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	*	*	*	*	*	*			18

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*							*
Grade 3					*	*			*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*					*
All Grades	*	*	*	*	*	*	*	*	18

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	11	61.11	*	*	*	*	18

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	*	*	*	*			18

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*	*	*	18

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*			*	*	*
Grade 5	*	*	*	*			*
All Grades	11	61.11	*	*	*	*	18

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
491	15.7%	8.8%	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	8.8%
Homeless	1	0.2%
Socioeconomically Disadvantaged	77	15.7%
Students with Disabilities	14	2.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6%
American Indian	1	0.2%
Asian	36	7.3%
Filipino	9	1.8%
Hispanic	73	14.9%
Two or More Races	39	7.9%
Pacific Islander	1	0.2%
White	313	63.7%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. 3rd, 4th, 5th Grade students are performing well on CAASPP ELA and Math assessments.
2. Families are continuing to use Justifiable Absence Requests to take students out for trips.
3. Small percentage of families participating in Monterey County Truancy Abatement program.

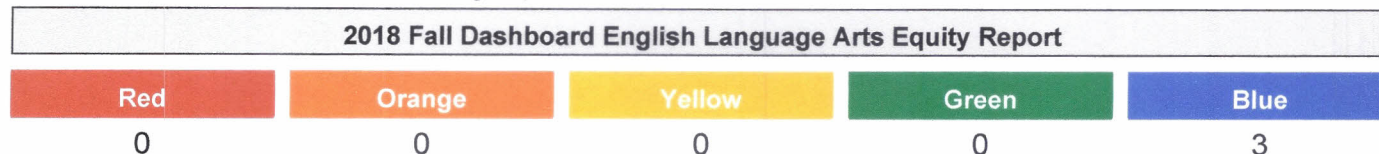
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 70.3 points above standard Increased 17.5 points 226 students	English Learners  No Performance Color 52.8 points above standard Increased 26.6 points 24 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Blue 37.8 points above standard Increased 18.4 points 46 students	Students with Disabilities  No Performance Color 10.7 points above standard Increased 10.7 points 27 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color 81.6 points above standard 15 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic  Blue 56.8 points above standard Increased 42.2 points 32 students	Two or More Races  No Performance Color 62.9 points above standard Increased 20.6 points 16 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Blue 71.9 points above standard Increased 15 points 152 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 41.2 points above standard Increased 59.2 points 13 students	Reclassified English Learners 66.1 points above standard Increased 3.5 points 11 students	English Only 72.3 points above standard Increased 17.9 points 189 students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green









Blue









Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 50 points above standard Increased 17.5 points 226 students	 No Performance Color 57.5 points above standard Increased 44.5 points 24 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 22.4 points above standard Increased 31 points 46 students	 No Performance Color 8.3 points below standard Declined -4.9 points 27 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color 66.2 points above standard 15 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic  Blue 36.8 points above standard Increased 39.3 points 32 students	Two or More Races  No Performance Color 23.8 points above standard Declined -8.8 points 16 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Blue 52.7 points above standard Increased 16.7 points 152 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 53.9 points above standard Increased 65.6 points 13 students	Reclassified English Learners 61.3 points above standard Increased 27.9 points 11 students	English Only 50.2 points above standard Increased 15.5 points 189 students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
18	55.6%	27.8%	16.7%	

Conclusions based on this data:

1. Majority of EL students developing English skills.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green









Blue









Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	2	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 8.1% chronically absent Declined 0.7% 506 students	 Orange 11.4% chronically absent Increased 4% 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 9% chronically absent Declined 6.6% 100 students	 Yellow 11.9% chronically absent Declined 10.4% 59 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  Orange 5.7% chronically absent Increased 0.8% 35 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic  Green 6.6% chronically absent Declined 8.1% 76 students	Two or More Races  Yellow 10.5% chronically absent Declined 1.7% 76 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Orange 7.5% chronically absent Increased 0.7% 306 students

Conclusions based on this data:

1. Most concerned subgroups in assessments are missing 18 or more days of school: EL, SED, and SPED.
2. Overall chronic absenteeism decreased.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green









Blue









Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least once Maintained -0.2% 517 students	 Blue 0% suspended at least once Maintained 0% 47 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 1 students	 Blue 0% suspended at least once Maintained 0% 103 students	 Blue 0% suspended at least once Maintained 0% 59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color Less than 11 Students - Data 2 students	Asian  Blue 0% suspended at least once Maintained 0% 36 students	Filipino  No Performance Color Less than 11 Students - Data 6 students
Hispanic  Blue 0% suspended at least once Maintained 0% 77 students	Two or More Races  Blue 0% suspended at least once Maintained 0% 80 students	Pacific Islander  No Performance Color Less than 11 Students - Data 2 students	White  Blue 0% suspended at least once Declined -0.3% 309 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018
0% suspended at least once	0.2% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with no suspension rate.
3. Three additional debriefing questions for undesired behavior are being used: 1)Is it safe? 2)Is it kind? 3)Is it your personal best?

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 1

Robert H. Down Elementary will continue to be a welcoming place of innovative learning by increasing opportunities for students to receive social-emotional curriculum/lessons/assemblies, leadership and service learning roles, and connections to school through lunchtime and after school activities/clubs along with staff professional development opportunities in social-emotional health not only for students but for themselves as measured by the CA Healthy Kids and Site Council Survey and participation rates in programs.

Identified Need

CA Healthy Kids Survey Results indicated need for increased connectedness to school and concern over bullying/harassment issues. Student concerns lay in the along with a large percent of students (44%) not having meaningful participation in school programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-19 CA Healthy Kids Survey (CAHKS)	2018-19 CAHKS reported perpetration of students (90%) and victimization of students (70%) being hit/pushed, rumors/lies being spread, and mean things/bad names being used toward others.	10% decrease in students responding to perpetration behaviors of bullying and 10% decrease in students responding to being victimized by bullying behaviors on the 2019-20 CA Healthy Kids Survey.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Blue Jackets, Cafeteria Helpers, etc.	In 2018-19, ten 5th grade participated in service learning with counselor. Data not taken for participation in Kindness Week or other leadership opportunities.	10-20% increase in participation for RHD service learning opportunities along with 30% increase (74%) in response to Meaningful Participation on the 2019-20 CAHKS.
Participation rates in lunchtime and after school activities/clubs: yoga, Lunch Bunch, Garden Club, Choir, STEM Club, Robotics, ROV Underwater Robotics, GATE, Drama Club, The Otter Times, etc.	In 2018-19, eleven 5th graders participated in FIRST Robotics Lego, Jr. , 30 students in Jedi Choir,	40-50 RHD students participating in FIRST Lego, Jr., FIRST Lego League, ROV Underwater Robotics, and STEM 1st-5th grade activities clubs (400% + increase)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collection of Toolbox Skills through Caught Being Good Cards	No data collected in 2018-19.	Olly the Otter will be awarded to six classrooms during RAK assemblies. Baseline formed for Toolbox skills being used on regular basis.
Toolbox-embedded lessons with writing reflection/outcome 3x per year (1x per trimester) per grade level/classroom.	No data collected in 2018-19	Each classroom will have Toolbox reflections/related lesson outcomes (eg. artwork) posted in classroom or hallway 3x year, including Kindness Week 2020.
Recycling and Sustainability program established between garden and cafeteria.	No data collected in 2018-19	Baseline of recycled materials collected and sustainability of garden to be determined in 2019-20.
Creation of Site Council Staff and Student Surveys in addition to parent survey used in 2018-19.	132 parents participated in 2018-19 Survey.	Increase parent participation in Site Council survey to minimum of 200 along with goal of 100% staff and student participation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using Toolbox strategies, providing updated Caught Being Good cards to include Toolbox tools, identifying/recognizing grade level classes at Random Act of "Kidness" Assemblies (RAKs) with Olly the Kindness Otter Award for the month presented to class using Toolbox tools the most, and hosting an anti-bullying assembly at the beginning of the year to focus on strategies to decrease perpetration of bullying behaviors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500	Site Based Gifts and Donations 5800: Professional/Consulting Services And Operating Expenditures Anti-bullying assembly speaker fee
500	Site Formula Funds 4000-4999: Books And Supplies Toolbox posters, curriculum, and possible professional development (5800 Budget Code)
1300	Site Formula Funds 2000-2999: Classified Personnel Salaries Salaries for two hours of professional development for all classified staff. Total may fluctuate due to optional professional development on Monday, August 5, 2019.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

K-5 Garden Program to include NGSS- focused lessons on sustainability and recycling at RHD, including leadership/service learning opportunities for recycling, food bank donation, and sustainability within food services programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,600	Site Formula Funds 2000-2999: Classified Personnel Salaries Garden Coordinator
1,000	Site Formula Funds 4000-4999: Books And Supplies Garden Program Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students interested in STEM

Strategy/Activity

STEM after school clubs to partner with CSUMB Service Learners and PGUSD community members as mentors to provide free participation: FIRST Robotics Lego, Jr. for 1st - 4th grades, FIRST Robotics Lego League for 5th Grade, ROV underwater robotics for 4th/5th grades, and STEM Club for 1st - 5th grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Adviser stipends
1,000	Site Based Gifts and Donations 4000-4999: Books And Supplies Robotics Benevity Apple Mentor Donations for FIRST Robotics Supplies/T-Shirts
1,000	Site Formula Funds 4000-4999: Books And Supplies Additional Robotics and ROV funding for supplies

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

5th grade students

Strategy/Activity

Provide leadership and service learning opportunities for 5th graders to include mixers with Forest Grove Elementary 5th graders at the beginning of the year (Sunrise breakfast), midpoint of the year field day (High Noon activities at either elementary location), and end of the year (Sunset reflection BBQ/Bonfire). Focus on Toolbox tools and how 5th graders are leaders on campus that will exemplify anti-bullying behaviors. Principal to meet with 5th grade volunteer service leaders to determine needs on campus for monitoring competitive play during recess and lunch and how RHD can improve through concerns in surveys and how 5th grade can lead the change.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds 4000-4999: Books And Supplies Materials/Supplies and snacks needed for Sunrise, High Noon, Sunset, and Service Leader Meetings/Mixers

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students interested in Drama

Strategy/Activity

Continue free after school Drama Club with equitable selection process to ensure participation within one year. If more than one production occurs yearly, new group of students selected through application and lottery with all applicants exhausted before selecting returning actors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

2,000

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Up to 2,000 set aside for 500.00 stipends for each director, per production.

500

Site Formula Funds
4000-4999: Books And Supplies
500 for Drama Supplies

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

4th/5th Grade Service Learners

Strategy/Activity

Training for noontime Blue Jackets, Cafeteria Helpers, and Service Leaders monitoring activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)****Strategy/Activity 7****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site Leadership Team to determine priorities for Adjunct Duty list to continue RHD cultural traditions (eg. Family Literacy and Math Nights).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal to write Pebble Beach grant due in December 2019 to fund Recycling and Sustainability Program in partnership with the Garden Club and Food Services for 2020-21 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funding will begin during 2020-21 if grant is awarded.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Majority of strategies/actions were accomplished in this goal during 2018-19; however, there is much room for improvement in monitoring goal achievement and gathering data/feedback from stakeholders. The garden program began smoothly but abruptly ended with a health concern from the first coordinator. Several months elapsed before a new coordinator was hired, but once this occurred, students rotated through lessons at all grade levels and participated in Garden Club as well. Not all students participated in the program due to the lapse of time between coordinators. RHD will be hiring a new coordinator for 2019-20. Toolbox Social-Emotional Skills continued to be taught through the PE program to all students weekly during Toolbox Tuesdays. Kindness Week occurred in February along with all students participating in their grade level Random Acts of "Kidness" assemblies. "The Otter Times" published two issues, providing young writers opportunities to practice interviewing and publishing skills. The PTA sponsored a very successful Art Night. Based on this, the RHS Site Council would like to consider partnering with the PTA in order to continue Family Literacy and Math Nights for 2019-20. A special play, "A Night in the Library", was presented during the fall Book Fair week that was well attended. Parent Education Nights continued with the RHD counselor at both PGUSD elementary schools. Parent feedback on the CA Healthy Kids Survey indicated the 98% believed they are Active Partners at RHD, and 97% shared they feel welcome to participate with the school. 78% mentioned that they have served as a volunteer whereas 96% attended at least one school-sponsored event.

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

The ROV underwater robotics and STEM lunch club did not occur in 2018-19. An RHD alumnus offered himself and another Apple employee to mentor two Lego Robotics teams and an RHD 5th grade teacher earned a \$1250 stipend for advising the team, conducting weekly sessions from Sept-Dec, and mentoring both teams through the Silicon Valley Showcase in May 2019. The former RHD ROV adviser will be returning to campus for 2019-20 and stipends are planned for after school STEM, Lego Robotics, and Underwater ROV Clubs totaling \$6000. Other than survey responses from parents, specific participation rates were not collected for Back to School, Fall/Spring Conferences, or Open House, and the Watch D.O.G.S. program was not explored. The Jen Hinton Field dedication signs were purchased through fundraising and did not use site funds as the district deemed this as a gift of public funds. A chorus stipend for \$500 was not pursued since adjunct hours were used for the Jedi Choir. Lastly, the Johnson Company was contacted twice in order to re-program the school bells to music and provide a quote, but representatives did not return calls.

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

Formerly listed as Goal 3 in 2018-19 SPSA, it was switched to Goal 1 in order to align with PGUSD LCAP Goal 1. All strategies/activities continue from 2018-19 with several additions: 1) Focus of garden program to initiate recycling/sustainability campus-wide, 2) Added Lego Robotics to ROV and STEM Club options, 3) Added 12 Toolbox skills to be collected along with RAK themes on Caught Being Good Cards along with Olly the Kindness Otter being awarded each month to class showing growth in Toolbox skills, 4) Additional emphasis toward Toolbox curriculum within grade levels 3x per year with reflective writing/artwork posted, especially during Kindness Week, 5) Priorities of Adjunct Duties created in hopes to continue Family Literacy and Math Nights with possible partnership with PTA to hold these events, 6) Provide Drama Stipends for advisors for up to two performances, 7) Training of service leaders in 4th/5th grades with emphasis on 5th grade leadership throughout school and discussing with other Forest Grove 5th graders 3x year, 8) Adding Pebble Beach grant topic (Recycling/Sustainability Program for 2020-21 SPSA implementation.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 2

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in mathematics as determined by progress monitoring of their academic growth through performance on district Interim Formative Assessments (IFA), Scholastic Math Inventory (SMI), curriculum embedded (SWUN) assessments as well as state 2018-19 CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2019-20 ELA CAASPP.

Identified Need

2017-18 CAASPP Math indicated 20.92% of 3rd-5th students did not meet or nearly met standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessments for 3-5	2017-18 CAASPP Math results reported 15% of students (17) nearly or not meeting standards.	All students scoring nearly or not met on 2018-19 CAASPP math will receive intervention services and raise their score one level on CAASPP math standards by the end of the year.
Illuminate Math IFA for K-5	2018-19 Illuminate IFA reported 73.9% (Orange) and 71.5% (Green) K-5 students exceeded and met standards.	Students scoring nearly or not met on 2019-20 Orange Math IFA will receive intervention services and increase their score by one level on the Green IFA.
SWUN Math Pretests and Cumulative Benchmarks for K-5	SWUN Pretests and Cumulative Benchmarks will determine Baseline for 2019-20.	Students scoring nearly or not met on 2019-20 SWUN Math Cumulative Benchmarks will not exceed 10% of K-5 population.
Scholastic Math Inventory (SMI) Assessments for K-5	2017-18 3rd grade reported 674.72 Quantile Average (Proficient) and 4th grade 725.39 Quantile average on SMI. No other grade levels	Students scoring Below Basic or Basic on 2019-20 SMI spring assessments will not exceed 10% of grades K-5 population.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	performed SMI assessments in 2017-18.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continued use of classroom assistants for flexible math grouping. Professional Development for assistants in SWUN math and 8 Mathematical Practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

680

Source(s)

Site Formula Funds
2000-2999: Classified Personnel Salaries
Two hours of SWUN Training. 48,343 Approx.
cost for RHD classroom assistants during K-5
math instruction paid out of general fund.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued use of Illuminate to collect math assessment data for progress monitoring to include SWUN math pretests/cumulative tests, SMI fall/spring, and Orange and Green IFAs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Site Formula Funds
4000-4999: Books And Supplies

Printing costs for paper, ink, office supplies to prepare assessments for teacher and Intervention team review

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Continued implementation of MTSS to identify and monitor students who are below grade level. Principal, intervention teachers, and support services staff to meet 1x per month to determine if students are properly receiving pull out or push in math intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Grade levels self-monitoring of modified instruction based on analysis of math progress monitoring using SWUN math pretests and cumulative benchmarks, Illuminate math IFAs, SMI quantile scores, and 2018-19 CAASPP math scores as a baseline.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SWUN math professional development for all K-5 teachers and principal to include 9 sessions throughout the year as well as site leadership council creating year-long schedule to utilize math coach rotating among grade levels for PLC data analysis, classroom lesson support, learning walks, and/or lesson modeling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District providing cost for SWUN PD and Math Coach through general fund.
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Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Continue math intervention services for targeted students before and during school. After school program to provide support for accelerated math students if volunteer continues service.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

79.08 3rd -5th grade students earned exceeded or met math standards on the 2017-18 CAASPP assessments, nearly meeting the goal of 80%. K-2 students scored, 79.7%, on average, on the 2018-19 Orange (Fall) and Green (Winter) IFAs, 5.3% lower than the goal of 85%. On 2018-19 Illuminate math IFAs, on average, 72.7% of all K-5 students scored exceeded or met between the Orange and Green assessments. Math intervention was provided to 1st-5th grade students before and during school, and classroom assistants were utilized during these efforts. MTSS monitoring was mainly conducted by Intervention teachers with grade levels meeting to analyze the Orange and Green IFA student scores. Each grade level has one teacher pilot iReady and SWUN math for a trimester with SWUN being determined as the program to recommend to the Board of Education for approval.

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

Math intervention did not occur for all grade levels after school; however, 3rd-5th students who were interested in accelerated math were led by a volunteer weekly.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 3

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA as determined by progress monitoring of their academic growth through performance on district Interim Formative Assessments (IFA), Scholastic Reading Inventory (SRI), DIBELS, curriculum embedded tests (Superkids and Benchmark), as well as state 2018-19 CAASPP assessments will be provided appropriate intervention services and .improve at least one level (eg. nearly met to met) on the 2019-20 ELA CAASPP.

Identified Need

16 students scored at the nearly or not met levels on the 2017-18 ELA CAASPP 3rd-5th assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017-18 CAASPP ELA 3rd-5th Assessments	2017-18 CAASPP ELA results reported 13% of students (16) nearly or not meeting standards.	All students scoring nearly or not met on 2018-19 CAASPP ELA will receive intervention services and raise their score one level on CAASPP ELA standards by the end of the year.
2018-19 Illuminate ELA IFAs for K-5	2018-19 Illuminate ELA IFA reported 71.1% (Orange) and 73.8% (Green) K-5 students exceeded and met standards.	Students scoring nearly or not met on 2019-20 ELA Orange IFA will receive intervention services and increase their score by one level on the Green IFA.
Superkids (K-2) Beginning, Meet Benchmarks, and Club Benchmarks and Benchmark Universe (3-5) end of unit assessments.	Baseline for these assessments to be established Fall 2019.	Students scoring nearly or not met on 2019-20 Superkids Meet/Club Benchmarks or Benchmark Universe end of unit assessments will not exceed 10% of K-5 population.
Scholastic Reading Inventory (SRI) 1-5 Fall and Spring assessments	2017-18 3rd grade reported 679.53 Lexile Average (Above Grade Level) and 4th grade 731.60 Lexile (Above Grade	Students scoring Below Grade Level on 2019-20 SRI spring assessments will not exceed 10% of grades 1-5 population.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level) average on SMI. No other grade levels performed SRI assessments in 2017-18.	
DIBELS for K-5	K-5 students performed with 81.5% accuracy on DIBELS fluency during 2018-19	K-5 students will perform with 85% accuracy on DIBELS fluency for 2019-20.
English Language Proficiency Assessments for California (ELPAC)	2017-18 EL students performed at 55.6% Level 4 (Well developed), 27.8% Level 3 (Moderately Developed), and 16.7% Level 1 (Somewhat Developed).	All returning EL students will improve their ELPAC scores with an increase in performance level in one or more of the domains (speaking/listening/reading/writing).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued use of classroom assistants for flexible small guided reading groups. Professional Development for assistants in guided reading techniques.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
680	Site Formula Funds 2000-2999: Classified Personnel Salaries 2 hours of guided reading techniques professional development
200	Site Formula Funds 1000-1999: Certificated Personnel Salaries RHD Certificated trainer for Guided Reading PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued use of Illuminate to collect ELA assessment data for progress monitoring to include Superkids/Benchmark Universe embedded end of unit, SRI fall/spring, and Orange and Green IFA assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continued implementation of MTSS to identify and monitor students who are below grade level. Principal, intervention teachers, and support services staff to meet 1x per month to determine if students are properly receiving pull out or push in ELA intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Grade levels self-monitoring of modified instruction based on analysis of ELA progress monitoring using Superkids/Benchmark Universe embedded end of unit, Illuminate ELA IFAs, SRI Lexile scores, and 2018-19 CAASPP ELA scores as a baseline.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Continue math intervention services for targeted students before and during school. After school program to provide support for EL students through Curriculum budget.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

84.5 % of 3rd-5th graders earned exceeded or met standard levels on the 2017-18 CAASPP ELA assessments meeting the goal set for 80%. K-2 students also met their goal (85%) for performance on the Superkids Midyear test with an average of 95%. DIBELS scores indicated that on average K-5 students performed with 81.5% accuracy on fluency, nearly meeting the goal of 90%. School-wide, K-5 students averaged 71.1% for meeting exceeded or met standards on the Orange IFA and 73.8% on the Green IFA. Before and during school ELA intervention was provided for K-5 grades and classroom assistants were utilized during these efforts. MTSS monitoring was mainly conducted by Intervention teachers with grade levels meeting to analyze the Orange and Green IFA student scores. Within the READ 180 program, 4th graders averaged a gain of 187 points on their Lexile scores whereas 5th graders averaged a gain of 148 points; seven 4th graders moved up one performance level and one moved up two as three fifth graders moved up one performance level and one moved up two .

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

SMI and SRI were not used for all grade level progress monitoring as planned. After school ELA intervention did not occur other than district-supported EL tutoring. Small group guided reading professional development was provided during five early release Thursdays for all teachers.

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

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

ELA modifications with Superkids and Benchmark Universe use and provide updates to intervention team members.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$20,660.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Site Based Gifts and Donations	\$2,500.00
Site Formula Funds	\$18,160.00

Subtotal of state or local funds included for this school: \$20,660.00

Total of federal, state, and/or local funds for this school: \$20,660.00

School Site Council Membership

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

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

Name of Members	Role
Johanna Kroenlein	Parent or Community Member
Elliott Hazen	Parent or Community Member
Julie Schnitzer	Parent or Community Member
Sarah Boyle	Parent or Community Member
Maria Miller	Other School Staff
Nancy Spade	Classroom Teacher
Sean Keller	Principal

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

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

Other: RHD Site Council Member and ELAC Representative

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2019.

Attested:



Principal, Sean Keller on May 15, 2019



SSC Chairperson, Johanna Kroenlein on May 15, 2019

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Forest Grove Elementary School	27661346026470	5/15/2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Forest Grove Elementary School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Forest Grove Elementary fifth grade students, parents, and staff took the California Healthy Kids Survey.

Parent Survey Summary

Parent Involvement - Forest Grove scored high in nearly all areas of parent involvement with scores ranging from 86-95% of parents agreeing to the questions. One area of need surfaced in the area of the school actively seeking the input of parents before making important decisions - 68% of parents agreed with this statement.

School Keeps Parent Well-Informed - Forest Grove scored high most areas of this category as well with scores ranging from 80-97%. One area of need surfaced in the area of "providing information about why your child is placed in particular groups in classes" - 68% of responded that FG performed very well or just okay.

Academic Orientation - Forest Grove scored high in nearly all categories with scores ranging from 91-96%. Our lowest category was "school encourages students of all races to enroll in challenging courses - 59% agreed. Many of the respondents did not know and because we teach a general education curriculum, there are no specific "courses" at our school.

Learning Supports - Forest Grove scored high in most categories with scores ranging from 88-95%. Our lowest categories were programs for the child's talents, gifts, or special needs - 68% and quality counseling and supports for students with social or emotional needs - 69%.

Student participation - Forest Grove scored high in all categories with scores ranging from 82-99%

Respect and Cultural Sensitivity - Forest Grove Scored high in most categories with scores ranging from 87-95%. The two categories where Forest Grove scored lower had high numbers responding "Don't know/NA." Those categories were "school provides culturally appropriate materials" and racial/ethnic conflict (1% responded that this is somewhat a problem).

Student Risk Behavior - Forest Grove had very few respondents reply that the risk behaviors listed presented "somewhat of a problem" or a "large problem." Bullying rated the highest with 20% identifying it as somewhat of a problem or large problem.

Discipline - Forest Grove scores ranged from 77-78% for these two categories.

Facilities - FG scored 89% for our facilities being well maintained.

Nutrition - FG had 51% of respondents agree that our school provides healthy food choices.

Staff Survey Summary

Student Learning Environment - FG rated the student learning environment very high with responses ranging from 94-100% with most scoring 100%.

Staff Working Environment - FG rated the work environment high nearly all areas - 87-100%. The lowest percentages were 56% for "works to minimize paperwork" and 76% for "provides adequate benefits."

General staff Supports - 89%=training and 75% provides relevant paraprofessional training.

Perceived School Safety - Safe place for students 92%; safe place for staff 93%

Facilities - Well maintained 92%

Learning Conditions - Our scores in this area were generally high 88-100%. Lower areas included 83% rules in this school are made clear to students; 81% students know what the rules are.

Positive Peer Relations - All scores between 98-100%

Social Emotional Supports, Conflict management, and Bullying Prevention - 94-100%.

Respect Equity, and cultural sensitivity - Most scores ranged from 81-100%. Lower scores were 53% "staff examine their cultural biases"; 77% "uses culturally relevant instructional materials"

Learning Readiness and Engagement - Almost all scores ranged from 88-100%. Lowest score was 57% viewed disruptive student behavior is a moderate or severe problem.

Student Health and Risk Behavior - Almost all scores ranged from 92-100%. Lowest scores were 47% responded that student depression or other mental health issues are a problem; 75% responded students arrive at school alert and rested.

Discipline and Counseling - Forest Grove scored low in this area. 74% school clearly communicates to students the consequences of breaking rules; 59% agreed school clearly informs students what will happen if they break school rules; 53% agreed that the school handles discipline problems fairly; 58% agree school provides adequate counseling and support services for students.

Instruction and school environment - highest need for PD identified serving special ed students 60%; meeting social emotional needs of youth 69%;

Fifth Grade Students Survey

School environment scales - Forest Grove scored high in all areas with percentages ranging from 77-94% in almost all areas. The lowest percentage was 40% for meaningful participation at school.

Our school site council surveyed families regarding our Single Plan for Student Achievement goals from 2018-19.

Safety

We had 98% of our respondents either agree or strongly agree that their children feel safe at Forest Grove.

Another 93% of our respondents agreed that our facilities are safe and well maintained.

Reading and Writing Curriculum

Our families judged our reading and writing programs to be effective with 92% agreement that the reading program was meeting students' needs and 91% in agreement that the writing program was effective.

Math

There were 89% of our families that agreed that Forest Grove's math program was meeting their children's needs.

A number of parents commented that their children needed a more challenging math curriculum.

Social Emotional Learning

With regard to social emotional learning, 91% of our parents agreed that Forest Grove helps their student cope with anxiety and build positive peer relationships.

Parent comments indicated a desire for more education to occur in area of social emotional learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the year, administration conducted 21 formal evaluations lasting 30-60 minutes. Every week, administration conducted 5-25 informal drop in observations into classrooms lasting 5-10 minutes.

Administration found that teachers were using district adopted curriculum materials in a satisfactory manner to teach the California Content Standards. As we are adopting a new math curriculum for 2109-20, there will need to be substantial professional development to support implementation of the program.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Last year's Smarter Balanced Assessment data was analyzed as was Dibels, SRI, and SMI data. Forest Grove exceeded the state requirement that 95% of the students in grades 2 through 5 take the state tests. The information from these assessments was used to place students into intervention groups, along with other district and local assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In grades TK-2, the SuperKids language arts program provides both formative and summative assessments to monitor student progress and differentiate instruction. In grades 3-5, Benchmark Advance curriculum is aligned to the California Content Standards. All grades TK-5 will be implementing Swun math curriculum in 2019-20.. Included within the curriculum are formative and summative assessments aligned the California Content Standards in math. Additionally, Forest Grove will continue to implement the use of district interim formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at Forest Grove meet the NCLB requirements for Highly Qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All certificated teachers participate in mandatory district professional development programs lasting three work days in their contracted year. In addition, numerous teachers participate in individual professional development activities that are germane to their current assignment.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned and supports the teaching of the California Content Standards. Data from multiple sources is used to identify areas of professional need. In 2018-19, local staff development focused on the implementation of small group instruction to assist our focus students in an effort to close our demonstrated achievement gap.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In 2018-19, Forest Grove has utilized content experts to assist our teachers in developing strategies for use in small group instruction, reading instruction, math instruction, and science instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Students are dismissed from school early each Thursday to provide collaboration time for teachers. Teachers follow a professional learning community model to review student data to set instructional goals, plan interventions for students who demonstrate a need, and monitor student progress.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All of our classes are providing the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers use the SuperKids pacing guides in grades K-2. Grades 3-5 have pacing guides for English Language Arts that include Benchmark Advance and novel studies. Teachers will follow the pacing scheduled of Swun math. Intervention courses that serve our Title 1 and Title 3 students are offered before school and embedded within the school day. Also, there is push in support available for our Title 1 reading intervention students in third grade as well as our fourth grade resource students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Forest Grove has sufficient instructional materials for all students in Language Arts and math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All of our instructional materials are SBE-adopted and standards-aligned including our intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services are provided both inside and through pull out intervention to underperforming students in English Language Arts and Math.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested teaching techniques to provide standards based instruction. Recently, professional development has focused on the implementation of small group instruction, the eight mathematical practices, and implementation of the next generation science standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Refer to school goals

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Refer to school goals

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding supports a portion of a credentialed intervention teacher's contract as well as highly qualified instructional assistant support to assist underperforming students.

Fiscal support (EPC)

The Forest Grove Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

- At monthly meetings, our School Site Council reviewed progress we had made toward on goals.
- Parents provided feedback regarding our goals in a SPSA survey that was sent in February 2019
- Staff was consulted during monthly Site Leadership Team Meetings (10 total) and monthly Staff Meetings (9 total).

Resource Inequities

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

Not Applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0.22%	1	1	1
African American	1.3%	1.7%	1.29%	6	8	6
Asian	6.8%	7.6%	7.54%	32	36	35
Filipino	1.3%	1.3%	0.86%	6	6	4
Hispanic/Latino	20.9%	19.5%	19.83%	99	92	92
Pacific Islander	0.6%	0.4%	0.65%	3	2	3
White	59.1%	60.3%	58.62%	280	285	272
Multiple/No Response	8.7%	2.3%	2.59%	41	11	12
Total Enrollment				474	473	464

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		114	92
Grade 1		73	86
Grade 2		80	67
Grade3		72	77
Grade 4		68	75
Grade 5		66	67
Total Enrollment		473	464

Conclusions based on this data:

1. Forest Grove enrollment and ethnic student groups have remained mostly stable over the past two years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	62	46	53	13.1%	9.7%	11.4%
Fluent English Proficient (FEP)	27	48	43	5.7%	10.1%	9.3%
Reclassified Fluent English Proficient (RFEP)		11	7	0.0%	17.7%	15.2%

Conclusions based on this data:

1. The number of EL has fluctuated over the past three years. Currently, there are 35 EL students at Forest Grove which represents a decrease.
2. This trend indicates that our students are making good progress toward fluent English proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	76	76	66	72	73	66	72	73	89.2	94.7	96.1
Grade 4	68	70	75	63	64	70	63	64	70	92.6	91.4	93.3
Grade 5	82	69	65	79	67	62	79	67	62	96.3	97.1	95.4
All Grades	224	215	216	208	203	205	208	203	205	92.9	94.4	94.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.	2417.	2451.	39	27.78	39.73	21	13.89	23.29	21	26.39	13.70	18	31.94	23.29
Grade 4	2499.	2517.	2494.	40	37.50	38.57	24	35.94	27.14	11	15.63	10.00	25	10.94	24.29
Grade 5	2546.	2553.	2564.	43	43.28	43.55	27	26.87	35.48	22	14.93	9.68	9	14.93	11.29
All Grades	N/A	N/A	N/A	41	35.96	40.49	24	25.12	28.29	18	19.21	11.22	17	19.70	20.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	39	23.61	39.73	39	38.89	39.73	21	37.50	20.55	
Grade 4	38	42.19	40.00	37	53.13	41.43	25	4.69	18.57	
Grade 5	39	50.75	41.94	42	34.33	46.77	19	14.93	11.29	
All Grades	39	38.42	40.49	39	41.87	42.44	22	19.70	17.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	20.83	31.51	39	44.44	43.84	27	34.72	24.66
Grade 4	29	34.38	35.71	54	56.25	41.43	17	9.38	22.86
Grade 5	42	44.78	54.84	47	50.75	33.87	11	4.48	11.29
All Grades	35	33.00	40.00	47	50.25	40.00	18	16.75	20.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	20.83	28.77	59	56.94	57.53	9	22.22	13.70
Grade 4	35	32.81	27.14	60	62.50	62.86	5	4.69	10.00
Grade 5	27	23.88	40.32	65	68.66	54.84	9	7.46	4.84
All Grades	31	25.62	31.71	62	62.56	58.54	8	11.82	9.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	23.61	43.84	52	50.00	38.36	18	26.39	17.81
Grade 4	38	34.38	28.57	43	51.56	50.00	19	14.06	21.43
Grade 5	53	37.31	54.84	39	46.27	37.10	8	16.42	8.06
All Grades	41	31.53	41.95	44	49.26	41.95	14	19.21	16.10

Conclusions based on this data:

1. In 2018, fourth grade showed cohort growth last year of 20.9%.
2. Our area of greatest need remains the listening portion of the English Language Arts test.
3. In 2018, our third and fifth grade scores were the highest recorded in the past three years

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	76	76	66	73	75	66	73	75	89.2	96.1	98.7
Grade 4	68	70	75	63	64	71	63	64	71	92.6	91.4	94.7
Grade 5	82	69	65	79	67	63	79	67	63	96.3	97.1	96.9
All Grades	224	215	216	208	204	209	208	204	209	92.9	94.9	96.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2451.	2410.	2444.	26	13.70	26.67	26	24.66	32.00	29	26.03	18.67	20	35.62	22.67
Grade 4	2492.	2513.	2481.	25	29.69	22.54	30	32.81	35.21	33	35.94	23.94	11	1.56	18.31
Grade 5	2523.	2542.	2549.	30	38.81	38.10	22	20.90	22.22	28	22.39	25.40	20	17.91	14.29
All Grades	N/A	N/A	N/A	27	26.96	28.71	25	25.98	30.14	30	27.94	22.49	17	19.12	18.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	27.40	44.00	29	31.51	30.67	30	41.10	25.33
Grade 4	37	40.63	36.62	38	45.31	32.39	25	14.06	30.99
Grade 5	37	41.79	46.03	38	29.85	31.75	25	28.36	22.22
All Grades	38	36.27	42.11	35	35.29	31.58	27	28.43	26.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	28.77	26.67	50	41.10	50.67	14	30.14	22.67
Grade 4	30	31.25	29.58	46	54.69	46.48	24	14.06	23.94
Grade 5	38	44.78	41.27	38	35.82	39.68	24	19.40	19.05
All Grades	35	34.80	32.06	44	43.63	45.93	21	21.57	22.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	21.92	41.33	47	43.84	37.33	18	34.25	21.33
Grade 4	30	43.75	36.62	46	37.50	42.25	24	18.75	21.13
Grade 5	32	32.84	41.27	47	46.27	34.92	22	20.90	23.81
All Grades	32	32.35	39.71	47	42.65	38.28	21	25.00	22.01

Conclusions based on this data:

1. In 2018, third and fifth grade had their highest number of students at grade level or above.
2. In 2018, the fourth grade cohort showed growth of 17.4%
3. Concepts and Procedures is our area of greatest need.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	1483.5	1486.1	1480.3	11
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				42

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*					11
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*			*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
All Grades	23	54.76	*	*	*	*	*	*	42

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*					11
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	27	64.29	*	*	*	*	*	*	42

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*					*	*	*
Grade 5	*	*	*	*	*	*			*
All Grades	15	35.71	11	26.19	*	*	*	*	42

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	11	100.00					11
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	24	57.14	16	38.10	*	*	42

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			11
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	28	66.67	13	30.95	*	*	42

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*			*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	15	35.71	17	40.48	*	*	42

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			11
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	18	42.86	21	50.00	*	*	42

Conclusions based on this data:

1. Not enough data to draw significant conclusions.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
464	26.7%	11.4%	0.9%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	11.4%
Foster Youth	4	0.9%
Socioeconomically Disadvantaged	124	26.7%
Students with Disabilities	10	2.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3%
American Indian	1	0.2%
Asian	35	7.5%
Filipino	4	0.9%
Hispanic	92	19.8%
Two or More Races	39	8.4%
Pacific Islander	3	0.6%
White	272	58.6%






Conclusions based on this data:

1. Forest Grove continues to have the highest percentage of socioeconomically disadvantaged youth in the district.
2. Forest Grove has the highest percentage of English Learners in the district.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our area of greatest need is chronic absenteeism.
2. As a school, Forest Grove performs well in English Language Arts and mathematics, while maintaining a low suspension rate.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 32.9 points above standard Increased 6.9 points 196 students	English Learners  Green 8.3 points above standard Increased 15.2 points 33 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 23.2 points below standard Declined -3.3 points 63 students	Students with Disabilities  No Performance Color 70.1 points below standard Increased 10.8 points 40 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 56.1 points above standard 15 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 11.5 points below standard Declined -4 points 44 students	Two or More Races  No Performance Color 25.8 points above standard Increased 11.1 points 22 students	Pacific Islander  No Performance Color 0 Students	White  Blue 47.9 points above standard Increased 4.8 points 108 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 1.9 points below standard Increased 27.5 points 20 students	Reclassified English Learners 23.9 points above standard Increased 5.4 points 13 students	English Only 38 points above standard Increased 6.7 points 153 students
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Conclusions based on this data:

1. Forest Grove should focus its efforts on improving the performance of our socioeconomically disadvantaged youth and our Hispanic students.

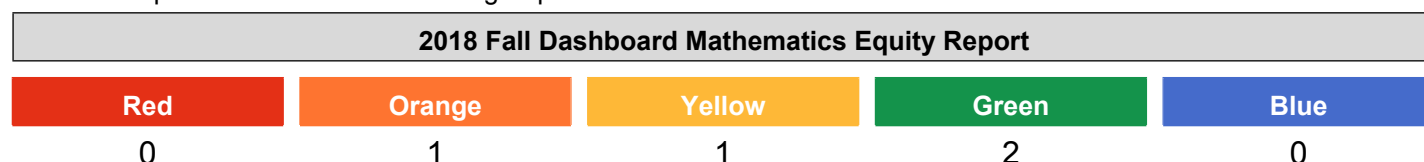
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 9.1 points above standard Increased 7.2 points 198 students	English Learners  Green 11.9 points below standard Increased 14.9 points 33 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 47.9 points below standard Increased 3.8 points 63 students	Students with Disabilities  No Performance Color 70.3 points below standard Increased 27.8 points 40 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 42.9 points above standard 16 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 36 points below standard Declined -4.9 points 44 students	Two or More Races  No Performance Color 8.3 points below standard Declined -3.4 points 22 students	Pacific Islander  No Performance Color 0 Students	White  Green 26.2 points above standard Increased 6.4 points 109 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 30.6 points below standard Increased 14.8 points 20 students	Reclassified English Learners 16.8 points above standard Increased 22.6 points 13 students	English Only 12.9 points above standard Increased 5.9 points 155 students
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Conclusions based on this data:

1. Forest Grove should focus its efforts on improving the performance of its socioeconomically disadvantaged students and our Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
42	54.8%	16.7%	19%	9.5%

Conclusions based on this data:

1. Forest Grove's English Learner's are making adequate progress toward proficiency.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

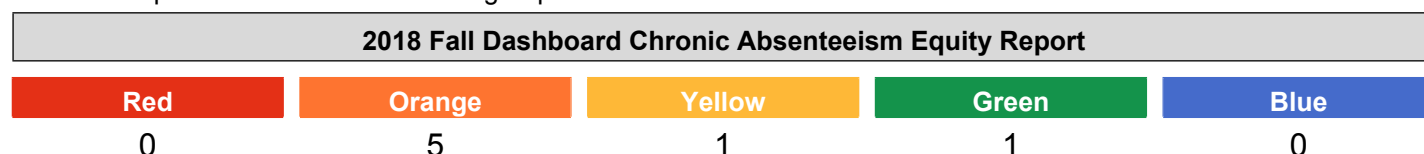
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 7.5% chronically absent Maintained 0.4% 483 students	English Learners  Orange 7.8% chronically absent Increased 2.7% 64 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Socioeconomically Disadvantaged  Orange 9.9% chronically absent Increased 4.5% 142 students	Students with Disabilities  Orange 10.6% chronically absent Maintained 0.4% 66 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Orange 10.8% chronically absent Increased 8.2% 37 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Yellow 7.4% chronically absent Maintained 0.1% 94 students	Two or More Races  Orange 10.6% chronically absent Increased 6.2% 66 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Green 6.2% chronically absent Declined 1.8% 273 students

Conclusions based on this data:

1. We need to show improvement among all student groups regarding chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

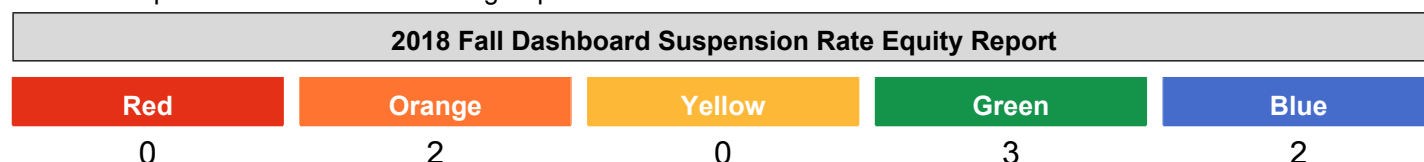
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.2% suspended at least once Declined -0.6% 494 students	English Learners  Blue 0% suspended at least once Declined -1.7% 65 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 4 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 0.7% suspended at least once Declined -3.1% 148 students	Students with Disabilities  Orange 4.5% suspended at least once Increased 0.5% 66 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0% suspended at least once Maintained 0% 38 students	Filipino  No Performance Color Less than 11 Students - Data 3 students
Hispanic  Green 1% suspended at least once Declined -2.1% 96 students	Two or More Races  Orange 4.3% suspended at least once Maintained 0.2% 69 students	Pacific Islander  No Performance Color Less than 11 Students - Data 3 students	White  Green 0.7% suspended at least once Declined -0.6% 277 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.6% suspended at least once	1.8% suspended at least once	1.2% suspended at least once

Conclusions based on this data:

1. Only are students with disabilities are suspended at a rate that places them in orange.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1

Forest Grove's general population will increase (show 3 point growth or more) on the SBA English Language Arts test as measured using the distance from grade level measure by beginning of 2020 school year. Socioeconomically disadvantaged students, our English Learners, and our Hispanic/Latino students will show a significant increase (more than 10 point growth) using the same measure.

Identified Need

Forest Grove Socioeconomically disadvantaged students and Hispanic students showed a decrease in their distance from proficiency in the SBAC English Language Arts test

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC ELA Socioeconomically disadvantaged youth	23.2 points below standard; decrease of 3.3 points	13.2 points below standard; increase of 10 points
2018 SBAC ELA Hispanic students	11.5 points below standard; decrease of 4.4 points	.5 points below standard; increase of 10 points
2018 SBAC ELA - Whole School	32.9 points above standard; increased 6.9 points	35.9 points above standard; increase of 3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will incorporate daily writing into their English Language Arts lesson using district adopted curriculum - Super Kids for grades TK-2 and Benchmark Advanced 3-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

English Language Arts adoption for grades
renewals for consumable products. Amount to
be determined from the district's textbook fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All EL students (including EL Hispanic and socioeconomically disadvantaged youth)

Strategy/Activity

All EL will be instructed in the ELD classroom and in the General Educational Setting using proven methods to ensure access to the standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III (amount to be determined)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged youth

Strategy/Activity

Title I reading intervention for students who qualify

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I funds

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

4/5 grade resource students and general education students who require reading intervention.

Strategy/Activity

Read 180/System 44 intervention for students who qualify will be moved to before school to increase access to general education curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General fund amount to be determined,
Measure A technology fund for renewal of
subscriptions

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will incorporate small group instruction in their classes to increase the quality of differentiation in instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2017-18 our primary focus was on the implementation of professional learning communities to guide our instructional program and adjust our teaching strategies based on evidence from student work. This resulted in English Language Arts growth for our general population and English Learners; however, achievement levels decreased in our socioeconomically disadvantaged youth and Hispanic students. In 2018-19, we responded by placing on an emphasis on the implementation of small group instruction and having teachers identify and focus on the progress of six students in their classes from our targeted groups. We look to our 2019 SBAC results to evaluate the success of this approach.

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

In 2019-20, we plan to continue to support the teaching strategies that were begun this year especially in the realm of small group instruction.

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

Based on the data from SBAC testing last year, we are increasing our focus on socioeconomically disadvantaged students and Hispanic students as they showed regression in the 17-18 school year. We will continue to monitor our EL population's process although they showed a remarkable increase of 27.5 points in 17-18.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Forest Grove's general population will increase (show 3 point growth) on the SBA Mathematics test as measured using the distance from standard metric by the beginning of 2020 school year. Socioeconomically disadvantaged students and our Hispanic/Latino students will show a significant increase (more than 10 point growth) using the same measure.

Identified Need

Our socioeconomically disadvantaged youth and Hispanic students scored much lower on the SBAC mathematics test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC Mathematics results - socioeconomically disadvantaged youth	47.9 points below standard; increased 3.8 points	37.9 points below standard; increase 10 points
2018 SBAC Mathematics results - Hispanic students	36.0 points below standard; decreased 4.9 points	26 points below standard; increase 10 points
2018 SBAC Mathematics results - whole school	9.1 points above standard; increased 7.9 points	12.1 points above standard; increase 3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will receive training and professional development in the use of the newly adopted Swun math curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Curriculum and Instruction - amount to be determined

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Consistent interim formative assessments will be given using the Illuminate assessment program across the entire grade level to measure student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Measure A Educational Technology Bond
(amount to be determined)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Hispanic students, socioeconomically disadvantaged youth

Strategy/Activity

Before and/or after school tutoring was provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III (amount to be determined)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The effectiveness of this year's strategies will be measured by the SBAC results that will become available in June 2019. Forest Grove implemented the math coaching strategy by setting a regular meeting schedule and demonstration lessons by the district math coach. The Title III tutoring class was established in the second half of the school year and all of our teachers participated in the interim formative assessment process.

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

No major differences to report as the program was implemented as described.

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

With the adoption of new curriculum, our focus will shift toward the teacher training necessary to successfully implement Swun Math. Our math coach may be retained to help with this process. Also, there is a possibility that the benchmark assessments may become our district's math interim formative assessments beginning in the fall of 2019.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Teachers will implement the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science on a twice-monthly basis to allow students to access multiple learning modalities to demonstrate an understanding of subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners.

Identified Need

Stakeholder feedback has consistently valued the visual and performing arts as integral to well rounded instructional program at Forest Grove.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher self-reports of using VAPA in class.	Teachers use VAPA a minimum of two times per month in core academic instruction.	Maintenance of this implementation rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive access to the supplies necessary to implement project based learning that incorporates the visual and performing arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Site Allocation - \$6,000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

The school will convert the music room back into an art project room which was its previous use when a shift in program allows this to occur.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None needed

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers are achieving our current and ongoing goal of incorporating the Visual and Performing Arts into their core academic instructional programs twice per month. Teachers have access to art supplies to fulfill this requirement.

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

The goal has been implemented as planned and reported.

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

In 2019-20, Forest Grove will implement a more robust art docent program to support teachers in their efforts to implement the visual and performing arts in their instructional program.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Forest Grove will focus school wide social-emotional educational efforts to help students build better peer relationships and cope with stress/anxiety by implementing a school wide social emotional learning program by the end of 2019-20.

Identified Need

Our stakeholders identified social emotional learning as a need in our California Healthy Kids Survey, our school goals survey, and in staff meetings throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - parents	20% reported bullying as somewhat of a problem or a large problem.	15% report bullying as somewhat of a problem or a large problem.
CHKS - students	40% reported experiencing meaningful participation at school.	60% report having meaningful participation at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implement the Toolbox by Dovetail Learning to teach students how to manage their emotional, social, and academic lives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	

Site Fund

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of our strategies this year were limited because of the demands placed on our counselor's schedule. As a result our progress toward making social emotional growth with our students was stagnant this year.

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

Our counselor classroom visits could not be implemented to the extent that we had planned because of constraints on the counselor's schedule.

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

In 2019-20, Forest Grove will implement the Toolbox by Dovetail learning to support our students social, emotional, and academic growth.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Forest Grove will implement a "See Something, Say Something" campaign with the goal of increasing the safety for the students, staff, and visitors on campus.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Goals Survey	97.5% of parents responded that their child feels safe at school	97.5% of parents respond that their child feels safe at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Publicize the See Something, Say Something campaign using posters, newsletter communication, handbook information, verbal communication, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase staff safety protocol training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TBA

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The program has been implemented effectively primarily through school to parent communication in newsletters, school events, and committee meetings.

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

No major differences on this goal.

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

Forest Grove will continue to promote and support our district's "see something, say something" campaign and seek facility upgrades that will increase campus safety.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

School Site Council Membership

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

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

Name of Members	Role
Buck Roggeman	Principal
Theresa McDaniel	Classroom Teacher
Barbara Hirst	Classroom Teacher
Josie Schenkoske	Parent or Community Member
Nancy Da Silva	Other School Staff
Audrey Lorca	Parent or Community Member
Claudia Gutierrez	Parent or Community Member
Carolyn Swanson	Parent or Community Member
Kilene Brosseau	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Instructional Leadership Team, School Site Council, Site Governance Team

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2017.

Attested:

Principal, Buck Roggeman on

SSC Chairperson, Andrew Hunter on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2019-20

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Middle School	27-66134-6058754	5/14/2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student Survey Olweus Survey and results indicated that 8% of students indicated that they suffer from bullying once a week or several times a week!

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each classroom was visited by administration at least once a week, informal results indicated the need for professional development on gradual release of responsibility and checking for understanding; which were conducted.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The entire staff employed three quarterly common formative assessments to monitor student achievement and adjust instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The entire staff employed three quarterly common formative assessments to monitor student achievement and adjust instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Staff members: 8/23/18, 12/13/18, 4/25/19- discussion, presentation and progress monitoring of site goals

PTSA: 9/19/2019- Discussion and presentation of the site goals

Instructional Leadership Team: 8/9/18, 11/15/18, 4/4/19- Discussion, input, presentation and modes of progress monitoring of site goals

School Site Council: 8/20/19, 4/29/19, 5/14/19- Progress update, discussion of and crafting new site goals.

Parent Night: 10/24/18- presentation and discussion of Goal #3

Resource Inequities

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

Discussion of adding counseling days to MS, as a result of CHKS, Bullying survey and parent input

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.2%	0.40%	2	1	2
African American	2.0%	1.6%	0.40%	10	8	2
Asian	8.6%	8.7%	7.01%	44	43	35
Filipino	2.0%	1.6%	1.00%	10	8	5
Hispanic/Latino	20.9%	19.0%	19.44%	107	94	97
Pacific Islander	0.6%	1.0%	1.00%	3	5	5
White	58.3%	59.5%	62.12%	298	295	310
Multiple/No Response	6.1%	1.0%	1.00%	31	5	5
Total Enrollment				511	496	499

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6		151	155
Grade 7		186	161
Grade 8		159	183
Total Enrollment		496	499

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	22	22	14	4.3%	4.4%	2.8%
Fluent English Proficient (FEP)	62	61	90	12.1%	12.3%	18.0%
Reclassified Fluent English Proficient (RFEP)	1	3	17	4.2%	13.6%	77.3%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	191	153	151	184	150	150	184	150	150	96.3	98	99.3
Grade 7	165	188	160	159	179	155	159	179	155	96.4	95.2	96.9
Grade 8	161	161	187	154	156	180	154	156	180	95.7	96.9	96.3
All Grades	517	502	498	497	485	485	497	485	485	96.1	96.6	97.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2581.	2589.	2591.	33	37.33	38.67	39	44.67	36.00	23	12.67	21.33	5	5.33	4.00
Grade 7	2580.	2609.	2600.	25	30.73	30.32	39	48.60	47.10	22	15.64	14.19	14	5.03	8.39
Grade 8	2606.	2595.	2615.	29	23.08	30.56	37	42.95	41.67	22	17.95	19.44	12	16.03	8.33
All Grades	N/A	N/A	N/A	29	30.31	32.99	38	45.57	41.65	22	15.46	18.35	10	8.66	7.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	40.00	47.33	55	46.67	40.67	14	13.33	12.00
Grade 7	28	41.90	44.52	52	47.49	43.23	19	10.61	12.26
Grade 8	37	35.90	40.00	45	39.10	43.33	18	25.00	16.67
All Grades	32	39.38	43.71	51	44.54	42.47	17	16.08	13.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	46	52.00	49.66	46	40.67	40.27	8	7.33	10.07
Grade 7	43	50.28	47.74	46	43.58	45.81	11	6.15	6.45
Grade 8	45	40.38	42.22	44	46.15	49.44	10	13.46	8.33
All Grades	45	47.63	46.28	45	43.51	45.45	10	8.87	8.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	20.00	38.67	65	73.33	55.33	4	6.67	6.00
Grade 7	21	27.37	17.42	70	65.92	74.84	9	6.70	7.74
Grade 8	29	25.64	28.33	62	60.26	64.44	9	14.10	7.22
All Grades	27	24.54	28.04	66	66.39	64.95	7	9.07	7.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	40	56.67	50.00	54	35.33	47.33	6	8.00	2.67
Grade 7	33	42.46	39.35	50	49.72	52.26	17	7.82	8.39
Grade 8	32	32.05	42.78	53	52.56	51.11	14	15.38	6.11
All Grades	35	43.51	43.92	53	46.19	50.31	12	10.31	5.77

Conclusions based on this data:

1. Our school wide score is 53.7 points above level 3 and in the "blue" category.
2. Every at risk population except our English Learners increased and lessened the achievement gap. Goalsetting and progress monitoring our English Learner students includes shooting for "standard exceeded".
3. Scores improved as grade levels advanced, with the exception of 8th grade, which had minimal growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	191	153	151	183	150	150	183	150	150	95.8	98	99.3
Grade 7	165	188	160	159	180	157	159	180	157	96.4	95.7	98.1
Grade 8	161	162	187	155	157	180	155	157	180	96.3	96.9	96.3
All Grades	517	503	498	497	487	487	497	487	487	96.1	96.8	97.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2560.	2565.	2574.	28	30.67	40.67	26	30.00	21.33	31	28.00	24.00	14	11.33	14.00
Grade 7	2562.	2604.	2605.	26	41.11	44.59	25	23.33	24.20	30	24.44	19.11	19	11.11	12.10
Grade 8	2597.	2612.	2626.	36	40.76	45.56	19	22.29	16.67	24	17.83	22.78	21	19.11	15.00
All Grades	N/A	N/A	N/A	30	37.78	43.74	24	25.05	20.53	28	23.41	21.97	18	13.76	13.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	34	39.33	46.67	39	42.00	30.00	26	18.67	23.33
Grade 7	32	55.00	54.78	38	30.00	27.39	30	15.00	17.83
Grade 8	37	47.77	51.11	37	28.66	32.22	25	23.57	16.67
All Grades	35	47.84	50.92	38	33.26	29.98	27	18.89	19.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	23	28.00	38.67	61	60.67	45.33	15	11.33	16.00
Grade 7	31	38.33	42.04	46	40.00	42.04	23	21.67	15.92
Grade 8	37	43.31	45.56	46	37.58	40.56	17	19.11	13.89
All Grades	30	36.76	42.30	52	45.59	42.51	18	17.66	15.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	33	29.33	41.33	55	55.33	37.33	12	15.33	21.33
Grade 7	31	44.44	43.95	50	43.89	45.22	19	11.67	10.83
Grade 8	35	42.04	40.56	44	40.13	44.44	21	17.83	15.00
All Grades	33	39.01	41.89	50	46.20	42.51	17	14.78	15.61

Conclusions based on this data:

1. Math SBAC scores rose across the board, with the exception of English Learners which held steady. Students with disabilities, Socio economically disadvantaged, Hispanic, White, Asian all had huge increases, only our English Learner population maintained their performance and did not improve. The addition of a new common core aligned curriculum and additional supplemental curriculum to support our struggling students should have a positive impact.
2. School wide Math placement is "blue" with a score of 35.9 points above level three, thats an increase of 8.9 points!
3. Need a school wide focus on our English Learners in ELA and Math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*							*
Grade 7	*	*	*	*			*	*	*
Grade 8	*	*							*
All Grades	*	*	*	*			*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*					*
Grade 7	*	*			*	*	*	*	*
Grade 8	*	*							*
All Grades	*	*	*	*	*	*	*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*							*
Grade 7	*	*			*	*	*	*	*
Grade 8	*	*	*	*					*
All Grades	*	*	*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*					*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*					*
All Grades	*	*	*	*	*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*					*
Grade 7	*	*			*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*
Grade 8			*	*			*
All Grades	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
499	23.2%	2.8%	0.8%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.8%
Foster Youth	4	0.8%
Socioeconomically Disadvantaged	116	23.2%
Students with Disabilities	3	0.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	2	0.4%
Asian	35	7.0%
Filipino	5	1.0%
Hispanic	97	19.4%
Two or More Races	38	7.6%
Pacific Islander	5	1.0%
White	310	62.1%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. We need to explore other disciplinary options than suspension in subjective cases. Need to reaffirm our site wide commitment to progressive discipline.
2. Work with our school resource officer to employ more home visits to have a positive impact on chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 53.7 points above standard Increased 5.2 points 469 students	 Orange 8.2 points below standard Declined -10 points 48 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Blue 14 points above standard Increased 24.4 points 116 students	 Yellow 20 points below standard Increased 7.6 points 62 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 82.7 points above standard Increased 18.7 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.3 points above standard Declined -3.2 points 90 students	 Blue 53.9 points above standard Increased 26.6 points 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Blue 61.9 points above standard Increased 3.3 points 293 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7.1 points above standard Declined -11.5 points 15 students	15.1 points below standard Increased 8.7 points 33 students	59.9 points above standard Increased 7.9 points 374 students

Conclusions based on this data:

1. Need continued data analysis in real time for English Learner group, utilize more staff training in EL strategies and consider expanding the Language Review Team.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance







This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report









Red	Orange	Yellow	Green	Blue
0	1	3	0	3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue 35.9 points above standard Increased 8.9 points 468 students	 Orange 30 points below standard Maintained -0.1 points 48 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 26.7 points below standard Increased 19.4 points 116 students	 Yellow 66.1 points below standard Increased 8.6 points 62 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 102.8 points above standard Increased 40.5 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.7 points below standard Declined -17.7 points 89 students	 Blue 39.5 points above standard Increased 36.4 points 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Blue 44.6 points above standard Increased 7.4 points 293 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6.5 points above standard Increased 17.9 points 15 students	46.6 points below standard Increased 11.6 points 33 students	41.1 points above standard Increased 10.6 points 373 students

Conclusions based on this data:

1. Add Hispanic Students to our watch list and data tracking. Include EL strategies in an effort to reach our Hispanic student population.
2. Most of our sub groups made solid improvement

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	3	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 7.5% chronically absent Maintained 0.3% 520 students	 No Performance Color 4.2% chronically absent Declined 3.5% 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 6.9% chronically absent Declined 3% 131 students	 Orange 16.9% chronically absent Increased 6.2% 59 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 10.5% chronically absent Increased 8.4% 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3% chronically absent Declined 0.9% 97 students	 Orange 10% chronically absent Increased 1.5% 50 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 6.3% chronically absent Declined 1% 319 students

Conclusions based on this data:

1. Need to monitor these students within the PLC process for the front office. Intervention early with the support of the school resource officer

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 4% suspended at least once Increased 1% 522 students	 No Performance Color 0% suspended at least once Declined -3.4% 24 students	 No Performance Color Less than 11 Students - Data Not 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 6.1% suspended at least once Maintained 0% 131 students	 Green 5.1% suspended at least once Declined -5.4% 59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data 3 students	American Indian  No Performance Color Less than 11 Students - Data 3 students	Asian  Orange 5.3% suspended at least once Increased 3.1% 38 students	Filipino  No Performance Color Less than 11 Students - Data 5 students
Hispanic  Orange 6.2% suspended at least once Increased 2.1% 97 students	Two or More Races  Blue 0% suspended at least once Declined -4% 50 students	Pacific Islander  No Performance Color Less than 11 Students - Data 5 students	White  Orange 3.7% suspended at least once Increased 1.5% 321 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018
0.2% suspended at least once	3% suspended at least once	4% suspended at least once

Conclusions based on this data:

1. During this school year, we have explored and employed alternatives to suspension; more aligned to a progressive discipline model!
2. Will employ the new PGUSD district disciplinary matrix for 19/20 school year.
3. Overall suspension rate increased by 1%. Asian, Hispanic and White students suspension rate increased by 3.1%, 2.1% and 1.5% respectively.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1

Goal: Increase by 20% the number of English Learners and Hispanic students scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2018/19 and 2019/20. Continue gains made by Asian Students, Low Income students and Students with Disabilities scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2018/19 and 2019/20.

Identified Need

This year, the inclusion of our Hispanic students as a sub group to monitor during our PLC's.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

professional development cycle focused on using data to drive instruction. Professional Development on strategies to reach Hispanic, English Learner and students on an IEP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	
	Site allocation (\$1000)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic, English Learner and students on an IEP.

Strategy/Activity

resources, professional development on targeted interventions for English Learners, Hispanic students, Low Income students and students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Allocation and Measure A funds

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teacher release time to plan implementation, classroom lessons and strategies benefitting English Learners, Low Income students and students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

800

Site Budget (\$800)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Middle School PLC's will closely monitor the academic progress of these targeted populations using common formative assessments four times a year and provide interventions if necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Academic Intervention Class: Targeted intervention for our struggling Low Income students ;
English Learner Academic Intervention Class: Targeted intervention for our Struggling English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Funds (\$10,000) Title III funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Middle School Math Coach

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Add a section for RTI grade 6 and AVID 7 to support incoming struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Utilize time (10 min/day, 3x/week) in support classes (AIC, Learning Center, ELD) to teach specific academic behaviors like note-taking, summarizing, paraphrasing, using Google Classroom, test taking strategies, organization, conducting research, etc. and add a parent information component!

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ILT Stipends

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue embedded math intervention sections at grades 6-8, to support math understanding.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

ELD standards training from Director of Curriculum and Instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will begin our PLC process and look at these at risk student groups separately and collaboratively, and monitoring their achievement will be a permanent part of our PLC cycle.

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

None

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

Data Analysis of our student achievement scores from the 17/18 school year made us shift our focus to include our Hispanic student group.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Goal: All of the Math Cohort who are currently enrolled in Math 180 and the Transitional Math Classes will increase their scores on SBAC aligned assessments and benchmark SMI (Scholastic Math Inventory) scores as well as the Summative test comparing 2018-2019 and 2019-2020.

Identified Need

Closing the Math achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
quarterly benchmarks, SMI assessment, SVMI assessment		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Math 180 and Transitional Math cohort

Strategy/Activity

Students will be evaluated to see if they should be placed in Math 180 or our embedded Math intervention class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Measure A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Student Math assessment data will be monitored to ensure proper placement and program effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Math 180 teachers will continue to receive support and coaching in the implementation of Math 180.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Measure A and district funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Students will attend Academic Intervention Class (AIC) for additional math support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Funds: \$10,000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Monitoring and gaining data from transitional Math class to bridge the gap between Math 180 and grade level math content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No funding necessary; master schedule change

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No funding necessary, collaboration time.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Utilize Math Coach Kate Galloway to participate in the quarterly Professional Learning Community cycle with our Math department. Areas of emphasis and professional support will be:

Number talks

Data analysis/ Learning target selection

Common Formative Assessment

Targeted Intervention tools for struggling students

Focus on Collaborative work (supports the 8 Mathematical Practices)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	General Fund

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Students may utilize Math Academic Intervention Class for additional support and access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	No funding necessary; master schedule change

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.

Identified Need

Facilitate student opportunity for involvement and safety in the school setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events. Continue to work with our Leadership students to support quarterly Heart and Mind traits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Site Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

N/A

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff wide presentation by Sean Roach and Jason Tovani of 2018/2019 California Healthy Kids Survey to identify levels of satisfaction students feel about our school. Staff wide research and selection of a character program to be purchased and utilized for the 2019/2020 school year. Continue to utilize bi-annual Olweus Survey on Bullying.

Eight staff members to attend a training at the Monterey County Office of Education called Social Emotional Learning presented by Doug Fisher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Site Funds

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Funds: \$500

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Selection and purchase of a character program to be implemented for the 2019/2020 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site funds: \$1000-\$2000

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue with Mind Up social-emotional-academic program to be run out of PE classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Funds: \$200

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will participate in further professional development and resources regarding Growth Mindset and Mindfulness to improve student achievement and reduce student anxiety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Funds: \$400

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Funds: \$300

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Mixed results, some of our indicators on the California Healthy Kids Survey trended in the right direction such as improvement in responses to harassment/bullying. However, student response declined overall in the area of overall School Climate Index and Chronic Sadness/Hopelessness.

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

The addition of a character program

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

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Fatima Silva-Gambello	Parent or Community Member
Dana Marshall	Parent or Community Member
Mary Ann Fort	Classroom Teacher
Sean Roach	Principal
	Parent or Community Member
Patti Odell	Other School Staff
Patrick Godfrey	Parent or Community Member
Melody Roach	Secondary Student
Meena Coleman	Secondary Student
Katie Ryan	Parent or Community Member
Luciana Morgan	Parent or Community Member
Summer Wright	Parent or Community Member
Dana Jones	Parent or Community Member
Ragni Coleman	Parent or Community Member
Nicole Miller	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

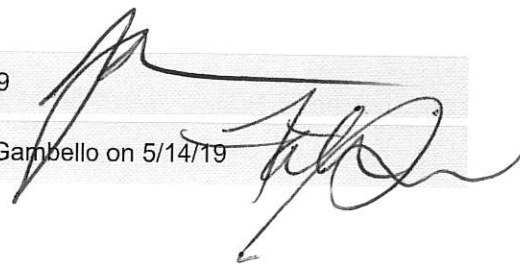
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/14/2019.

Attested:

Principal, Sean Roach on 5/14/19

SSC Chairperson, Fatima Silva-Gambello on 5/14/19



Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove High School	27-66134-2733657	April 29, 2019	May 23, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

This School Plan for Student Achievement (SPSA) is in congruence with the Local Control and Accountability Plan (LCAP) and cites appropriate goals of the LCAP that support the goals and activities of the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, student, and staff surveys are held every year through the California Healthy Kid Survey (CHKS). 9th grade and 11th grade students are surveyed. Additionally, the Site Council holds annual or bi-annual student and parent surveys to follow up with data collected. A general parent survey was held as to their information level with respect to college, communication issues, time spent on homework and outside activities, and safety concerns. Through this survey, parents had the ability to add additional comments as well as rate their satisfaction in several areas. There were 236 responses. In interpreting the results of the survey, it appears that the majority of parents felt their child was safe or very safe at school. This observation was underscored by a WASC commendation of the safety and cleanliness of PGHS as well as in the 2018-19 CHKS. Of the concerns listed; however, a number reported that drugs and/or alcohol was of high concern which match administration and staff concerns and of which received significant attention during the past two years. Of note was the 2019 drop of binge drinking with 9th grade students which was welcome. 17% of 11th grade students reported binge drinking, which was a 2% drop from the year before. Student focus groups were held in the spring of 2018 and will be formed again in 2019. A main area of concern from students was the perceived lack of a quiet place to study. A focus on the culture in both the library and Student Union with respect to academics and social factors was explored with the Leadership team taking the lead in the study. It was decided to try to make the Student Union more attractive to students for social activities and the library more focused on academics. Additional surveys were given to parents to generate interest in supervising the library for extended hours to give more quiet places to study for students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations were formally and informally held countless times throughout the year to observe academic and social climate.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local assessments include CAASPP, interim formative assessments built into Illuminate, and common assessments designed by the math, English, science, world language, and social science departments. Data is collected and analyzed by departments to drive instructional decisions as well as more global adjustments at the site.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data has been used to design courses for struggling students as well as practices within the departments. Tutorial times and support classes have been created by the math department, AVID courses and instructional practices have been implemented, study skills are being embedded into social science curriculum, and common writing skills are being designed into freshmen English classes to address needs unearthed in the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are credentialed in their teaching area and are considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have access to professional development and training through District-designed professional development days as well as opportunities to take more specific training should they choose.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development designed by the District is aligned to content standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Staff has access to programs such as Professional Assistance and Review (PAR) and content coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All departments meet for at least 45 minutes per week on Monday mornings or at a different time based on mutual agreement with administration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to the appropriate content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PGHS courses meet 250 minutes every week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has built in support courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned core and elective courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Special Education (resource programs, special day classes both mild/moderate and moderate/severe) are offered. Additionally, we have a targeted student counselor who monitors academic and social/emotional issues with students and counsels them according to their needs.

Evidence-based educational practices to raise student achievement

Instructional practices through District-designed professional development days are evidence based. Broader courses such as AVID and Next Generation Science Standards employ evidence-based practices throughout the entire department to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The targeted student counselor as well as academic counselors give parent education evenings specifically focused on under-achieving student needs. Partnerships with the community also generates scholarships for graduating seniors based on economic need.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PGHS has no ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

PGHS receives a grant for funding AVID tutors.

Fiscal support (EPC)

All fiscal support comes from Fund 1 of the District Budget that is then allocated at the rate of \$140 per student for all site needs. This amounts to approximately \$88,620.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Site Council met on the last Monday of each month with May and December being the exception. As data was collected questions were assigned to the responsible party to answer. Additional data was gleaned through focus groups of students as well as parent surveys.

Resource Inequities

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

There are no resource inequities that are identifiable at this point.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	0.16%	2	2	1
African American	2.8%	2.8%	2.10%	17	17	13
Asian	9.4%	10.7%	9.53%	57	64	59
Filipino	2.1%	2.2%	1.78%	13	13	11
Hispanic/Latino	15.3%	16.4%	18.26%	93	98	113
Pacific Islander	1.5%	0.8%	0.81%	9	5	5
White	62.6%	60.5%	58.64%	381	362	363
Multiple/No Response	5.1%	1.2%	2.26%	31	7	14
Total Enrollment				609	598	619

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		170	167
Grade 10		148	166
Grade 11		138	144
Grade 12		142	135
Total Enrollment		598	619

Conclusions based on this data:

1. The number of students at PGHS is remaining very stable with a small anomaly in the 9th and 10th grade classes. It is anticipated that those numbers will return to mid 150's in the coming years.
2. The ethnic breakdown of the population is also fairly stable with the exception of the slow decline of white students and slow increase of Hispanic/Latino students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	10	14	19	1.6%	2.3%	3.1%
Fluent English Proficient (FEP)	79	94	94	13.0%	15.7%	15.2%
Reclassified Fluent English Proficient (RFEP)	1			7.1%	0.0%	0

Conclusions based on this data:

1. The number of EL students has been significantly increasing over the past several years. We anticipate that we will be required to Language Proficiency Assessment Committee (LPAC) for the site in the next year or two.
2. Faculty meetings now include regular specific professional development topics relating to EL instruction as well as presentations by the EL instructor about each specific EL student and their specific needs and techniques to address those needs.
3. Consideration, depending on budgetary constraints, will be given to allocate a collaboration period to the EL instructor to work with staff regarding specific students, give assessments, and administrate the program.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	143	130	142	137	123	134	137	123	134	95.8	94.6	94.4
All Grades	143	130	142	137	123	134	137	123	134	95.8	94.6	94.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2688.	2658.	2663.	62	52.03	44.78	26	28.46	40.30	7	6.50	9.70	4	13.01	5.22
All Grades	N/A	N/A	N/A	62	52.03	44.78	26	28.46	40.30	7	6.50	9.70	4	13.01	5.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	61	58.20	52.99	34	27.05	40.30	6	14.75	6.72
All Grades	61	58.20	52.99	34	27.05	40.30	6	14.75	6.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	72	61.48	61.19	23	28.69	32.09	5	9.84	6.72
All Grades	72	61.48	61.19	23	28.69	32.09	5	9.84	6.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	45	38.52	32.84	50	50.82	60.45	4	10.66	6.72
All Grades	45	38.52	32.84	50	50.82	60.45	4	10.66	6.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	65	51.64	50.75	31	36.89	41.79	4	11.48	7.46
All Grades	65	51.64	50.75	31	36.89	41.79	4	11.48	7.46

Conclusions based on this data:

1. English/Language Arts showed a dip in 16-17 and a rise in 17-18 in overall performance. Writing instruction and feedback has received renewed attention within the English department as has communication skill demonstration.
2. There has been a decrease in the % above standard and an increase in the % At or Near Standard creating an overall rise in scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	143	130	142	137	128	139	137	128	139	95.8	98.5	97.9
All Grades	143	130	142	137	128	139	137	128	139	95.8	98.5	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2667.	2633.	2658.	39	28.13	31.65	31	29.69	33.81	15	17.97	20.14	15	24.22	14.39
All Grades	N/A	N/A	N/A	39	28.13	31.65	31	29.69	33.81	15	17.97	20.14	15	24.22	14.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	54	42.19	48.92	26	23.44	26.62	20	34.38	24.46
All Grades	54	42.19	48.92	26	23.44	26.62	20	34.38	24.46

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	48	32.81	39.57	39	45.31	46.04	12	21.88	14.39
All Grades	48	32.81	39.57	39	45.31	46.04	12	21.88	14.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	36	32.03	44.60	53	53.13	39.57	11	14.84	15.83
All Grades	36	32.03	44.60	53	53.13	39.57	11	14.84	15.83

Conclusions based on this data:

- Mathematics showed a dip in 16-17 and a rise in 17-18 in overall performance. Refinements in intervention classes has been made and will continue to be made in the delivery, curriculum, and support for the class.
- There has been an increase in % Above Standards over the past 3 years and a reduction in % At or Near Standards indicating a movement from the At or Near Standard to the Above Standard level.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*			*	*	*
Grade 10			*	*	*	*			*
Grade 11			*	*					*
Grade 12			*	*			*	*	*
All Grades			*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*					*	*	*
Grade 10	*	*	*	*	*	*			*
Grade 11			*	*					*
Grade 12			*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*			*	*	*
Grade 10			*	*	*	*			*
Grade 11					*	*			*
Grade 12					*	*	*	*	*
All Grades			*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*	*	*	*
Grade 10			*	*			*
Grade 11			*	*			*
Grade 12			*	*	*	*	*
All Grades			*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*			*	*	*
Grade 10	*	*	*	*			*
Grade 11	*	*					*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*	*	*	*
Grade 10			*	*	*	*	*
Grade 11			*	*			*
Grade 12			*	*	*	*	*
All Grades			*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*	*	*	*
Grade 10	*	*	*	*			*
Grade 11			*	*			*
Grade 12			*	*			*
All Grades	*	*	*	*	*	*	*

Conclusions based on this data:

1. This group is too small to report meaningful statistics.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
619	22.8%	3.1%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	3.1%
Homeless	1	0.2%
Socioeconomically Disadvantaged	141	22.8%
Students with Disabilities	11	1.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.1%
American Indian	1	0.2%
Asian	59	9.5%
Filipino	11	1.8%
Hispanic	113	18.3%
Two or More Races	40	6.5%
Pacific Islander	5	0.8%
White	363	58.6%







Conclusions based on this data:

1. While most student ethnic groups has remained stable, the SED student population has slowly risen over the years with the 2017-18 school year showing the largest percentage (22.8%) in recent years. The targeted student counselor has taken specific action with these students to monitor their progress academically and social-emotionally, to hold special college nights for these students and their parents, and to call in students who are struggling.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

- English Language Arts continues to be in the blue area as does Graduation Rate and Mathematics. While this indicates that we have been improving, we will continue to work on explicit programs designed to assist in improvement. English classes will focus on smaller freshmen classes where feedback, frequent writing, and revision is emphasized. Math will refine curriculum for IM1 courses, institute incentives for student re-takes, and continuity of expectations for all math students. Additionally, a sophomore study skills class will focus on low performing sophomores in CAASPP scores and grades. Study skills will be taught in freshmen social science classes.
- Suspension rates, while green, still pose concerns as Hispanic and SED students fall into the orange sector and students with special needs fall into the yellow sector. Each of these represented a .7% and 1.1% increase (1 and 2 additional incidents respectively).
- College and Career Readiness falls into the yellow sector due to a decline of 6.6%. The decline is due to several factors. The addition of two dual-enrollment classes should have a positive impact as should additional complete CTE pathways being offered.

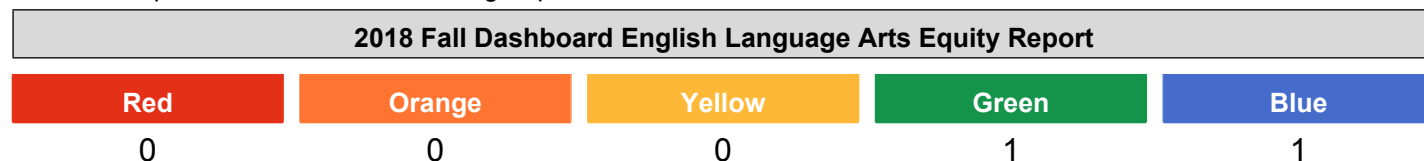
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue 81.1 points above standard Maintained 2.6 points 132 students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 Blue 56.2 points above standard Increased 26 points 40 students		 No Performance Color 66.1 points below standard 14 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color 140.3 points above standard Increased 55 points 12 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  No Performance Color 55.3 points above standard Increased 51.2 points 20 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Green 85.4 points above standard Declined -9.1 points 82 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 5 students	Reclassified English Learners 0 Students	English Only 80 points above standard Declined -9.3 points 107 students
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Conclusions based on this data:

- Our socioeconomic group showed an increase of 26 points above standard. While this is great news, they still fall below the overall performance and will continue to be monitored by our targeted student counselor.

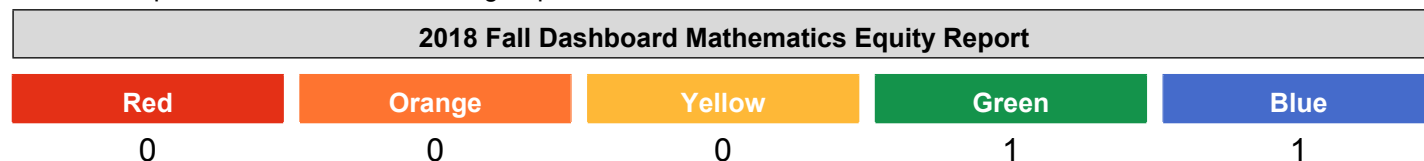
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 30.8 points above standard Increased 22.6 points 137 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 4 points below standard Increased 66.1 points 41 students	Students with Disabilities  No Performance Color 133.8 points below standard 14 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color 131.9 points above standard Increased 89.9 points 13 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  No Performance Color 34.7 points below standard Increased 44.2 points 21 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Blue 37.6 points above standard Increased 16.1 points 85 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 5 students	Reclassified English Learners 0 Students	English Only 28.4 points above standard Increased 9 points 110 students
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Conclusions based on this data:

1. All groups improved in the mathematics category of the CAASPP. Of note is the socioeconomic subgroup that improved at a far greater rate than the entire testing cohort did. We will continue to monitor this group.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

Conclusions based on this data:

1. There is no data provided as of this date.

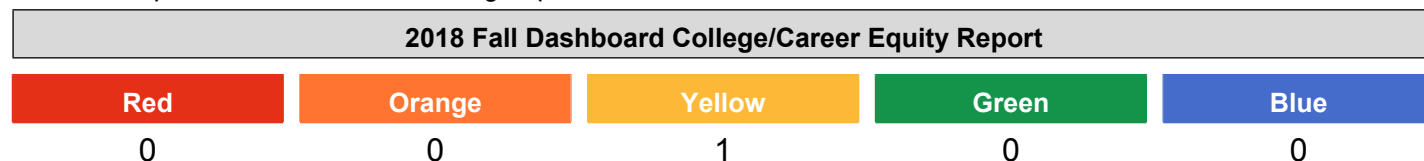
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow 64.6% prepared Declined -6.6% 127 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  No Performance Color 45.7% prepared Declined -14.3% 35 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 78.6% prepared Declined -6.4% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 36.8% prepared Declined -25.1% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 68.9% prepared Declined -3.3% 74 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
62.8% Prepared	71.1 Prepared	64.6 Prepared
16.2% Approaching Prepared	8.7 Approaching Prepared	12.6 Approaching Prepared
20.9% Not Prepared	20.1 Not Prepared	22.8 Not Prepared

Conclusions based on this data:

1. All groups declined in this category despite the fact that we spent extra effort in bringing this metric up. We will continue to focus on adding more dual enrollment classes and completing our CTE pathway courses.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data provided.

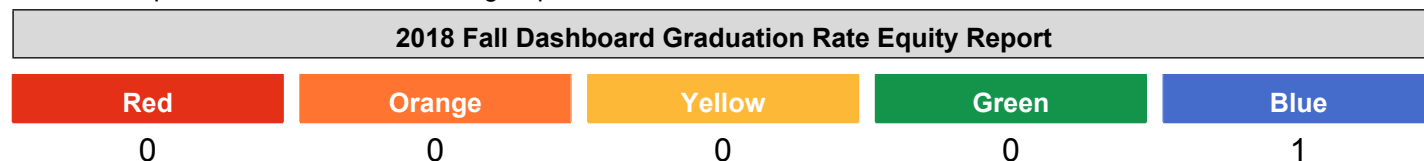
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 96.1% graduated Increased +4.1% 127 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  No Performance Color 88.6% graduated Declined -3.4% 35 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 100% graduated Increased +5% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 89.5% graduated Declined -1% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 97.3% graduated Increased +6.2% 74 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
91.9% graduated	96.1% graduated

Conclusions based on this data:

1. While the overall graduation rate is excellent, there is focus given to students with disabilities leaving PGHS with a certificate of completion rather than a diploma. More opportunities will be sought to give students who are able to pass, courses with accommodations rather than modifications.

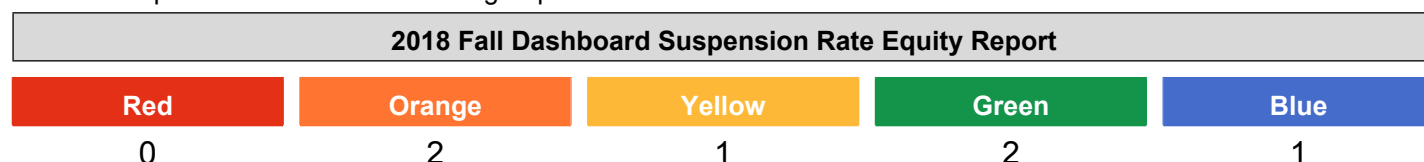
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 3.8% suspended at least once Declined -0.6% 639 students	English Learners  No Performance Color 5.3% suspended at least once Increased 5.3% 19 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 1 students
Homeless  No Performance Color Less than 11 Students - Data Not 1 students	Socioeconomically Disadvantaged  Orange 4.8% suspended at least once Increased 1.1% 167 students	Students with Disabilities  Yellow 7% suspended at least once Declined -5.5% 57 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 15.4% suspended at least once Declined -3.4% 13 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0% suspended at least once Declined -1.5% 58 students	Filipino  No Performance Color 0% suspended at least once Declined -8.3% 11 students
Hispanic  Orange 3.5% suspended at least once Increased 0.7% 114 students	Two or More Races  Green 5.6% suspended at least once Declined -0.8% 72 students	Pacific Islander  No Performance Color Less than 11 Students - Data 5 students	White  Green 3.8% suspended at least once Declined -0.4% 365 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.9% suspended at least once	4.3% suspended at least once	3.8% suspended at least once

Conclusions based on this data:

1. Focus was placed on integrating alternatives to suspension through programs such as Restorative Justice, and lesser consequences to suspension - particularly with Students with Special Needs. Most suspensions were due to drugs on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal #2: 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.

Goal 1

80% of all students will show college and career readiness at graduation as measured by meeting the "Prepared Level" of the California Department of Education College and Career Indicator. Low socio-economic, EL students, Special Education and all targeted students will have similar percentages of students meeting the Prepared Level Indicator.

Identified Need

Currently, 64.6% of PGHS students are considered college and career ready which was a 6.6% decline from the year before.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career readiness measured in the CAASPP.	64.6% are college career ready as measured by the CAASPP.	70% will achieve college career readiness.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in the AVID classes will receive direct benefits. Additionally, all students in trained teachers classrooms will benefit from the training.

Strategy/Activity

1. AVID study skills will be taught to all staff to enhance student study skills. Establish staff who will attend further training in AVID.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	General Fund

\$2,000 for AVID professional development as well as other study skill training. Site funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 9th grade students will be targeted by this strategy. After three years, every student in the school will be positively affected.

Strategy/Activity

2. A school-wide study skill focus - freshmen academy - will be established in 9th grade Social Studies classes by the staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

General Fund

\$1500 toward staff development and collaboration in supporting this freshmen academy: Site funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

IM1 students are targeted as are students earning D's and F's. SED students are concentrated in this group and will receive additional support.

Strategy/Activity

3. Develop incentives and techniques to encourage IM1 students to utilize the after school math tutorial.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No direct costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who have failed an exam in IM1 and any other student seeking math help. SED students are concentrated in this group and will receive additional support.

Strategy/Activity

4. Expand the after-school math tutorial that will address the Integrated Math I course through the use of two instructors as needed (see action #3). The tutorial will feature short-term attendance by students who fail a unit of study. Students will gain specific instruction and re-take failed assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

General Fund

\$2,000 to pay for a second teacher to assist with the class as numbers of students increase: Site Funding

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from extended hours although students with low-social economic status will likely be more affected by extending hours where access to computers and space to study is more of a likely barrier.

Strategy/Activity

5. Expand the after school time in the library to 6:00 p.m. four days per week using community members to come as supervisors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

General Fund

\$1,000 to pay for live scan charges

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and SED students will be reviewed by targeted student counselor as well as the EL teacher.

Strategy/Activity

6. Increase the percentage of students with low socio-economic status, EL and other targeted students with performance gaps meeting a-g requirements to at least 80%. This will take the form of counseling students on a-g requirements, phone calls to parents, and special parent education nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	General Fund
	\$20,000 represents the approximate percentage of time spent working specifically on this goal.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will have access to these classes, but dual enrollment courses have a higher enrollment of SED and EL students.

Strategy/Activity

7. Establish at least 2 additional CTE Dual Enrollment classes with Monterey Peninsula College. PGHS will continue to provide Career Tech Student Organization(s) to support CTE student leadership opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,000	General Fund
	\$10,000 funding for personnel stipends for coordinating and supervising CTSO's, and materials funding for the organizations: CTE Federal and State Grant funding.
	\$50,000 - while not an increased expenditure, would represent the District costs for two sections that are currently not designated as dual enrollment.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The addition of a math support class for the 2018-19 school year has improved the number of struggling students who are now being successful in IM1.

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

The intent of the extra help in the math tutorial after school was not needed as greatly during the 2018-19 school year. Students who failed or received a D on a math test did not re-take the exam at rates expected. New strategies for the 2019-20 school year are being considered. Additionally, the college/career fair did not need financial support to put on the college fairs. Implementing the Action Pedagogy did not require additional financial support either. Funding was shifted to support professional development for the Freshmen Academy teachers.

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

Additional freshmen study support skills integrated into the social science curriculum is receiving significant support for the 2019-20 school year. Additionally, a sophomore targeted study support class has been formed to further support students who have traditionally scored poorly on the CAASPP and additionally received poor grades.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 2

Create a culture at Pacific Grove High School that promotes positive values, an overall sense of safety and reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.

Identified Need

Stress has been a consistent factor contributing to emotional health with sad and hopeless feelings, suicidal ideation, and drug use being the outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS, Site Council surveys	34% and 29% of 9th and 11th grade students respectively had sad and hopeless feelings and 17% and 8% of 9th and 11th grade students had suicidal ideation respectively.	32% and 27% of 9th and 11th grade students respectively will report sad and hopeless feelings and 15% and 6% of 9th and 11th grade students respectively will have suicidal ideation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit.

Strategy/Activity

1. Begin each year with a motivational speaker who espouses making good choices, the non-use of drugs and alcohol and treating each other with respect – particularly with respect to social media.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

General Fund

\$2,000 for speaker costs and accompanying materials or supplies Site funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from this activity.

Strategy/Activity

2. Safety dogs will periodically come to campus to check for drugs as well as to remind students that drugs and alcohol will not be tolerated

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

General Fund

\$2,000 to cover contract fees:
District Safety funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from this activity.

Strategy/Activity

3. Special school-wide events will promote student involvement in more non-traditional areas to give students a sense of belonging to the school as well as to create a culture that promotes engagement without the use of drugs or alcohol.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

General Fund

\$1,000 for Shakespeare Co.: Site funding
\$1,000 for materials for VAPA week and or the
Collaboration of the Arts evening: Site funding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this activity.

Strategy/Activity

4. Special topical nights (sexual assault, death, depression, drug abuse/addiction, etc) will be offered several times a year - some directed toward students with others being directed toward parents - with follow-up group meetings and accompanying support services. This will be done in partnership with local groups such as the Ohana group, DARE, University of North Carolina, and the Sun Street Center.

Low socio-economic, EL, and other targeted students will have special invitations and encouragement to attend these evenings.

Coffee with the Principal will follow these evenings for parent discussion and resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

General Fund

\$1,500 for supplies, rentals, etc.: Site Funds.
\$1,000 in collaboration support (speakers, etc.)
by partner groups.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this activity.

Strategy/Activity

5. At least 1 assembly will be scheduled with the theme around social media, bullying and emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

General Fund

\$2,000 for speakers, materials: Site Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this activity

Strategy/Activity

Create an attractive and safe environment in the Student Union for students to hang out in at break and lunch that is more social in nature thus separating the academic nature of the library with the social environment of the Student Union.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

General Fund

\$2,000 for the purchase of curtains, games, and furniture for the Student Union.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Sad and hopeless feelings and suicidal ideation is down for 11th grade students indicating that we have been successful in our implementation of this goal. However, both figures are at an all-time high for the freshmen indicating that there is a lot of work to be done with them and the potential need for increased activities for this goal.

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

Actual movie nights did not occur during the 2018-19 school year due to shifting personnel assignments. Funding was shifted to purchase furniture for the Student Union.

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

Due to the increases in 9th grade sad and hopeless feelings and suicidal ideation, as well as reported stress among the general student population, partnerships have been formed and strategic activities are being designed to better address the anticipated need.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$99,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
General Fund	\$99,000.00

Subtotal of state or local funds included for this school: \$99,000.00

Total of federal, state, and/or local funds for this school: \$99,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Robin Enochs	Parent or Community Member
Julie Cantwell	Parent or Community Member
Toula Hubbard	Parent or Community Member
TBD	Secondary Student
TBD	Secondary Student
TBD	Classroom Teacher
TBD	Classroom Teacher
Sally Richmond	Classroom Teacher
Shane Steinback	Other School Staff
Matthew J. Bell	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 29, 2019.

Attested:



Principal, Matt Bell on May 9, 2019



SSC Chairperson, Robin Enochs on May 9, 2019

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Community High School	27661342731115	May 10, 2019	May 23, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

This School Plan for Student Achievement (SPSA) is in alignment with the District Local Control Accountability Plan (LCAP). LCAP goals are matched to the SPSA goals and activities.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Both student and parents surveys were done as part of the WASC accreditation for the 2018 school year. Additionally, the CHKS is also given to juniors, although the data is not very usable given the very small amount of students taking the survey (6) which precludes the survey from releasing much of the data. Information gleaned from the surveys has indicated that students need more health-related curriculum - both physical and mental health - as well more career-related curriculum. Consequently, partnerships with the Sun Street Center and the Ohana Center are being established. Additional pushes to get students enrolled in MPC classes as well as PGHS CTE courses will be done.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

There are only two classes at Pacific Grove Community High School. Observations between the two teachers happen multiple times each day. Administration observes on the average weekly. Findings include a positive outcome to the tightening of the structure of the direct-instruction days as well as the requirement of doing math on a daily basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local assessments include Aleks and Read 180 to measure student growth in math and reading through the online math and reading programs. Through additional help with the instructional aide reading scores reading scores (10 students) were • 5: advanced, •3: proficient, •2: basic.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data gleaned from local and state assessments us used to determine goals for the succeeding round (6-week grading period) with each student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the highly qualified standard for faculty.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All faculty are credentialed in their teaching area. They have access to professional development through District-designed days as well as additional training, should they so desire.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to content standards and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All faculty have support through the PAR process or access to content experts if needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is built in to the instructional day in the afternoon on Mondays.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to the appropriate content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

This is a K-8 criteria.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Instruction, schedules, and curriculum are all designed as intervention, both for credit recovery as well as differentiated instruction for different learning needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned core courses. Credits required for graduation match State requirements but are reduced from the comprehensive high school due to a reduced elective requirement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Individualized instruction, an instructional aide specializing in Special Educational needs, and flexible assignments allow under-performing students access to the materials and accommodations that help them meet standards.

Evidence-based educational practices to raise student achievement

Both Aleks and Read 180 are evidence-based

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PGCHS has no ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Community High School receives no categorical funding.

Fiscal support (EPC)

All fiscal support comes from Fund 1 of the District Budget that is then allocated at the rate of \$340 per student for all site needs. The amounts to approximately \$6,800 of site allocation.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	%	%	%			
Asian	%	4.4%	%		1	
Filipino	%	%	%			
Hispanic/Latino	26.7%	30.4%	38.89%	4	7	7
Pacific Islander	%	%	%			
White	60.0%	60.9%	44.44%	9	14	8
Multiple/No Response	13.3%	%	5.56%	2		1
Total Enrollment				15	23	18

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10		4	
Grade 11		12	10
Grade 12		7	8
Total Enrollment		23	18

Conclusions based on this data:

1. White enrollment is decreasing and Hispanic numbers are increasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	1	0	0	6.7%	0.0%	0
Fluent English Proficient (FEP)	2	3	4	13.3%	13.0%	22.2%
Reclassified Fluent English Proficient (RFEP)		1		0.0%	100.0%	0

Conclusions based on this data:

1. EL enrollment has stayed relatively stable.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	*	*	6	*	*	6	*	*	75		
All Grades	8	*	*	6	*	*	6	*	*	75		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. The majority of students taking the exam perform at or near standards..
2. Those students falling below standards in one or more areas are currently on IEPs and receiving specialized intervention/instruction to remediate skill gaps.
3. Students' scores may be slightly depressed due to their perception of the value of the exam, and due to gaps in education that typically led to their placement in the Tier III/credit recovery environment. Many students join PGCHS during the middle of their junior year, taking the Smarter Balanced exams within less than one semester of enrollment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	*	*	8	*	*	7	*	*	100		
All Grades	8	*	*	8	*	*	7	*	*	100		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. All students tested performed below standard. There is no data in table because of small sample size.
2. Students who come to community high are severely behind grade level in math and since students do not usually enroll at community until Junior year and there is not enough time before the caassp to prepare.

3. Daily math time and twice weekly direct instruction to pass graduation requirement. Using Aleks an online math program which uses adaptive questioning and embedded assessments students are able to progress rapidly to fulfill basic graduation requirements.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1. There is no data because of small sample size.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
18	66.7%	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
Socioeconomically Disadvantaged	12	66.7%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	7	38.9%
Two or More Races	2	11.1%
White	8	44.4%

Conclusions based on this data:

1. A large majority of students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>No Performance Color</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. No data because of small sample size.

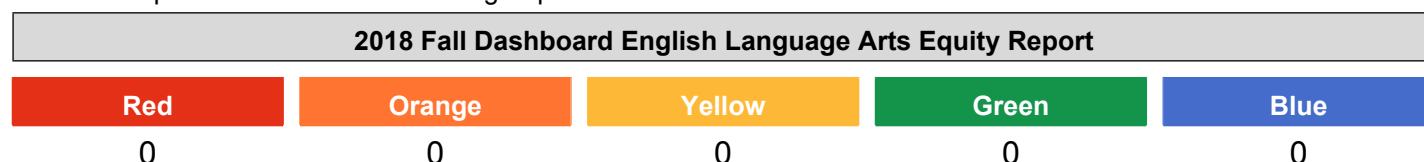
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 6 students
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Conclusions based on this data:

- Only 7 students took the test of which 4 were socioeconomically disadvantaged and 3 had IEP's.
- No data because of small sample size.

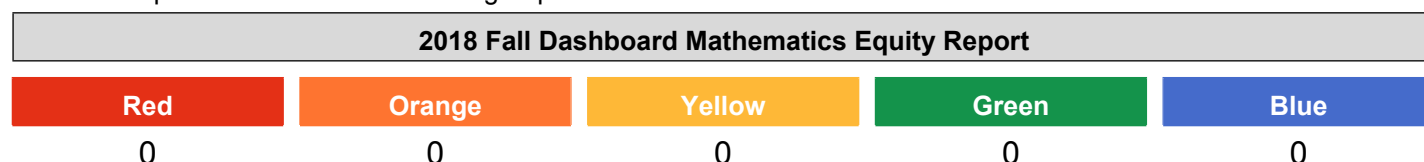
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 4 students
--	--	---

Conclusions based on this data:

1. No data because of small sample size.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. There were no English language learners.

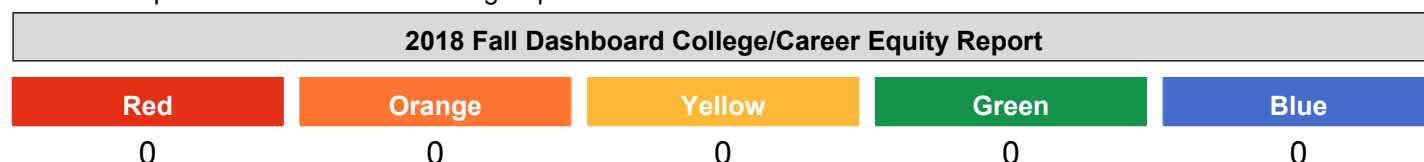
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Students with Disabilities  No Performance Color 0 Students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data because of small sample size.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data because of small sample size.

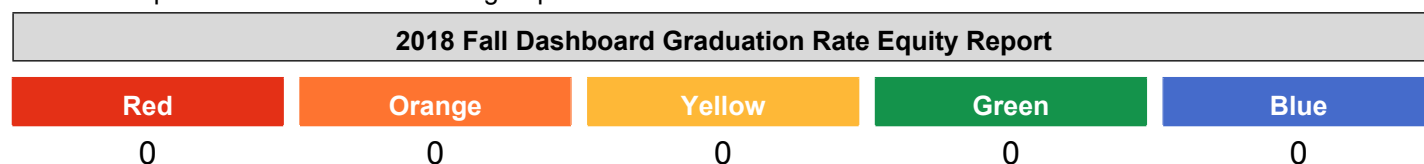
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Students with Disabilities  No Performance Color 0 Students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
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Conclusions based on this data:

- Although there is no reportable data, there is an average of 6-9 graduates each year and an average of 1 student who does not complete requirements for graduation.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red

0

Orange

0

Yellow

0

Green

0

Blue

0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



No Performance Color

25.9% suspended at least once

Increased 14.2%

27 students

English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

23.5% suspended at least once

Increased 3.5%

17 students









Students with Disabilities



No Performance Color

Less than 11 Students - Data Not
4 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color 30.8% suspended at least once Increased 21.2% 13 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	11.8% suspended at least once	25.9% suspended at least once

Conclusions based on this data:

1. Data collection method have changed to illuminate and data from previous year is incorrect and should be about 20% for 2017.
2. Socioeconomic disadvantaged students make up the majority of our students and a majority of suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 1

2017-2018 Goal: All Pacific Grove Community High School students will have access to college, CTE, and other a.-g. classes not offered at PGCHS and will meet the "approaching prepared level" of the California Department of Education's College (CDE) and Career Readiness Indicators: (meet any ONE of the following)

1. CTE Pathway completion
2. Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
3. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
4. Completion of courses that meet the UC or CSU a-g criteria.

2019-2020 Goal: Increase specific enrollment and post-secondary supports available to PGCHS students so that they might more successfully access opportunities for dual enrollment, CTE pathways, military enlistment, college enrollment, etc. As noted in annual review indicators for DASS schools are evolving to more fairly judge college and career readiness and we will follow these changes. Some of these for 2019 are involvement in Department of Rehabilitation (students with IEP), internships such as the Adult school pre-apprenticeship program and MPC internship class.

Identified Need

WASC action plan 4 (Teachers, administration and staff, examine ways to increase the variety of community interactions, focusing on career pathways that require certifications and other career opportunities for students to pursue upon graduation.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students meeting prepared level	No students meet prepared level	An increase in students meeting prepared level as the DASS readiness indicators change.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Use of CTE pathways and Career readiness classes in the Edmentum online program to satisfy new DASS College and Career readiness indicators.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

General Fund

Measure A funds. The district is still looking into acquiring this program for the 2019-2020 school year

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a plan to promote that Pacific Grove Community High School students concurrently participate in the CTE Pathways at the comprehensive high school, PG Adult School, and/or at MPC (2018 WASC, pg. 12)

Increase matriculation of graduating seniors to junior colleges or other vocational programs, including military service (2018 WASC, pg. 12)

Status Quo: (12%)

2018

1 PGCHS student has remained enrolled at PGHS in CTE Culinary Arts; still working on how to officially record credits earned at PGHS on official transcripts; attempted to enroll 1 additional student in a CSIS course at PGHS for 2018-2019, but due to transcript issue, have not.

3/17 students are dual enrolled in MPC Spring classes as of April 2018

2019

7/12 Graduates will attend MPC or another post-secondary institution/organization for Fall 2019; 4 students plan to work 1 graduating senior has no post-secondary plan at this time:

Goal: By April 2020, 75% of graduating seniors will work with PGCHS staff and the PGHS vocational counselor to create a post-secondary plan prior to graduation. Staff will work together to create an assignment/project/rubric for students as a measure of this goal.

Goal: PGCHS administration will work with MPC, PGHS CTE courses, and PG Adult School to codify recruitment for and enrollment in courses there, and determine the method for maintaining credit records for any credits earned from these institutions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	General Fund Field trips to area colleges.
200	General Fund Pay for classes and books at MPC

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Examine ways to incorporate personal finance curriculum and assignments into projects (2018 WASC, pg. 12)

Status Quo:

Use district text book, Life After High School (supplementary text), National Endowment for Financial Education (NEFE), Acellus: Personal Finance class, and Biz Kids Video series for Economics curriculum at this time.

Goal: Working with PGCHS staff and a vocational counselor from PGHS, 100% of PGCHS seniors will complete key components of post-secondary readiness, to include: a resume, a FAFSA application (or comparable financial aid application/plan), and a Personal Finance course (Acellus).

Vocational education portfolio will be updated and modified to incorporate new changes in career and college readiness indicators.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	General Fund for text purchases

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

PGCHS is working with MPC to show students class possibilities and tour the campus. PGCHS is working with counselors and special education teachers to finish resume, Fafsa and participate in mock interviews.

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

The high school schedule and class enrollment procedures has made it difficult for our students to attend CTE classes at PGHS. We are focusing on CTE classes at MPC and new online program (Edmentum) the district is considering purchasing.

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

Changes in the College and career readiness indicators for DASS schools (alternative schools) by the CDE will impact the strategies and activities in the future. The focus of the College Career indicators (CCI) on high standardized test scores, A-G class completion and career pathways (CTE) makes it very hard for our students to get to the prepared level. With the changes CDE is looking at to more fairly rate alternative schools in this area such as including workforce readiness certificates, internships and Department of Rehabilitation program participation (for students with an IEP) We will be able to increase our performance level in this area using online CTE and workforce readiness classes in Edmentum.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 2

Pacific Grove Community High School will promote a healthy school environment that encourages a positive school culture, supportive and healthy peer relationships, and healthy food and lifestyle choices for all PGCHS students and families.

Identified Need

2018 Healthy Kids survey showed students were having problems with feeling they have meaningful participation in school. Mental health of students is a growing concern evidenced by the Healthy Kids survey and increases in behavior problems associated with this.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey and school survey	2017-2018 results	Students responses will improve 5% in having meaningful participation in school and will decrease by 5% in having sad and hopeless feelings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The PE / health curricula and school expectations will be expanded to include mindfulness practices and other Positive Behavioral Interventions and Supports (PBIS). It will also support development of positive peer relationships and healthy lifestyle choices re: drugs and alcohol.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	General Fund

\$500 for professional development, e.g. AVID, Restorative Practices, PBIS training, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To promote a more connected and positive culture, PGHS counselor and PGCHS staff will use the results of the student surveys to determine topics for monthly or leadership/team building activities to be held at PGCHS. Students are working to create a student government and will lead weekly school meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

General Fund

\$150 for activities

Textbook Purchase: \$100

Choices Magazine (health topics)

Ordered April 2018

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Guest speakers will present to students at least twice per semester on topics related to proactive problem-solving, positive stress management, and/or healthy food and lifestyle choices. All students are participating in Sunstreet center Life skills class and CHS will be a pilot site for Ohana's 2019-2020 mental health curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost associated with this goal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Once per semester, PGCHS staff will promote and celebrate students' positive contributions to their school and community in an Honors Assembly. Students will be recognized for exceptional achievement, community service, acts of character, notable credit acquisition, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

General Fund

\$300 for supplies used as part of this PBIS system

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students and parents will be surveyed about ideas to improve our school and thoughts about programs and safety issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost associated with this goal

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PGCHS will encourage 100% of students to a) apply for free or reduced meal eligibility and b) eat healthy food options each day while at school and c) improve the part of our health curriculum that promotes healthy food choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

General Fund

Funds for garden and healthy food choices curriculum (\$500 site funds)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Health Curriculum has been improved . Guest Speakers have presented to students on various topics (Drugs, Suicide prevention, career choices and healthy living.) We incorporated the Sunstreet centers life skills class as a weekly class this year. We have had two meetings with the Ohana program director from CHOMP and plan to partner in a new youth mental health curriculum and intervention plan.

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

We did not receive Title1 funds this year and had to limit funds spent on this activity from last year's SPSA.

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

We will look at how to make students feel their opinion matters and have more meaningful participation at the school through weekly meetings, student government and restorative justice practices. Incorporation of Sunstreet center life skills and Ohana mental health program will allow us to better serve our students mental and emotional health.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: 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.

Goal 3

All students will show significant growth in math assessment scores and a more balanced completion of units in math throughout the year as well as a deeper use of technology in their projects.

Identified Need

Students come to Community severely behind in basic math knowledge. Most need to learn basic number sense and fundamentals before they can progress into grade level math. More than 80% have failed math classes at PGHS or their previous school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credits earned in Math in each student's Individual Learning Plan	2017-2018 credit averages in math	Seniors will complete required math credits earlier in the year, depending on the number of credits needed and increase in credits earned.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Math Students

Strategy/Activity

Continue an ongoing, four day a week Math Tutorial class for math credit deficient Pacific Grove Community High School students using the ALEKS online math program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	General Fund
	District funds for ALEKS \$1,500

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reorganize the technology curriculum to include 3-D printing as an alternative unit and incorporating technology projects in with the core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

General Fund

District funding through Measure A : \$500 to purchase 3-d printing supplies.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special education students

Strategy/Activity

The use of a special education aide to tutor students two times a week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Math students

Strategy/Activity

Create a mandatory minimum weekly number of math points for students falling behind in credits. Students who need excessive math credits will have to stay the full day Friday or until they earn at least 5 points.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost associated with this goal.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Math students

Strategy/Activity

Continue a direct instruction math class for students far behind in math on Tuesday and Thursdays for one hour each day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost associated with this goal.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Math credits continue to be an issue for CHS students. Total credits earned this year has increased this year but many students are still having trouble in this area. The use of 3-d printing has increased in the computer class. We will continue to look at ways to incorporate technology into the core curriculum.

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

District is investigating a new online program for all subject areas (Edmentum).

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

Students who are determined to be deficient in math credit progress will be required to stay on Fridays to encourage math work be completed earlier in the week.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,950.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
General Fund	\$6,950.00

Subtotal of state or local funds included for this school: \$6,950.00

Total of federal, state, and/or local funds for this school: \$6,950.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Matt Bell	Principal
Brad Woodyard	Classroom Teacher
Sheri Deeter	Classroom Teacher
Amanda Jaramillo	Other School Staff
Julie Munoz	Parent or Community Member
Matthew Hershenson	Secondary Student
Michelle Ferrari	Secondary Student
	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2019.

Attested:



Principal, Matthew Bell on 5/10/2019



SSC Chairperson, Julie Munoz on 5/10/2019

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019